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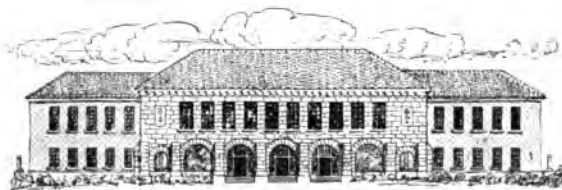
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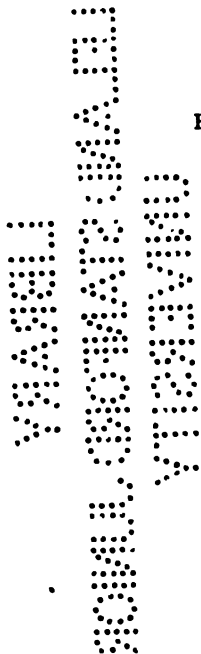
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The Kindergarten Magazine and **Pedagogical Digest**

Volume XIX
September, 1906—June, 1907



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CIRCULARS AND APPLICATION BLANKS
ON REQUEST

Mary E. Law, M.D., Principal

Kindly mention the Kindergarten Magazine and Pedagogical Digest when writing



THE FROG POND WINDOW IN GRAND STREET SCHOOL, NEW YORK CITY
(See page 35)

The Kindergarten Magazine and Pedagogical Digest

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The Kindergarten Program

HARRIETTE MELISSA MILLS.

Introduction

THE most important phase of kindergarten interest to-day centers in the course of study for the kindergarten, or the kindergarten program. This interest is universal, and indicates that the earnest teacher is seeking, as never before, to find the way of truth along which to guide little children.

For proof of this seeking after truth, and to know how deep and widespread is the interest in this crucial problem, one has only to refer to kindergarten periodicals and reports of proceedings of kindergarten organizations during recent years. One may, at the same time, discern the great diversity of opinions that exist, and note the exceeding vagueness and uncertainty as to principles, aims, subject matter and method which characterize each attempted solution.

A careful reading of published and unpublished programs reveals the decadence of the traditional model which accepted for its basis Froebel's Mother Play, and the conventional use of the gifts and occupations. There are outlines based upon the trend of the seasons. Other outlines emphasize constructive work in wood and cardboard modeling, suggesting that the industrial basis with its manual training idea is in vogue in the kindergarten as elsewhere. Still others, assuming to take the *child* as the starting point, seek diligently to make type experiences prepotent in the life of the child. Another moves along stately institutional lines, emphasizing in turn home, school, vocations, state and the church, while still others indicate that the immediate interests of child life afford an adequate basis for kindergarten activities.

Another manifestation of the deep interest in kindergarten ac-

tivities is found in the various lines of experimentation and observation which are being pursued diligently, too often in seeming forgetfulness that *artificial arrangements*, made for purposes of observation, must minimize the value of the data secured, and that such observations cannot disclose any *essentially* new data concerning child life and its dominant interests. What is needed is not pre-arranged conditions under which to study child activities, but the "cultivation of the habit of watchfulness" wherever children are engaged in the pursuits of normal child life.

These experimental activities, which have been exploited extensively, are characterized by extreme individuality, and the work done has been wholly unrelated; hence it has not yet yielded large, trustworthy results, nor contributed in any leading fashion to the solution of program difficulties. These experiments simply indicate that the investigating spirit, which is characteristic of the age in which we live, is regnant in the kindergarten. All these efforts are destined to fail of reaching their inspiring ideal, until we learn to live by the spirit that animates Froebel's ideal teacher when he says: "*Come, let us see if we cannot do better together.*" In interpreting these evidences of earnest seeking after truth, one must be imbued with that catholicity of spirit which can find the "soul of goodness" that lies hidden in each honest attempt to meet the needs of childhood; and to those who would criticize these efforts, the warning may not be out of place that "we must be careful not to force every difference of expression between one writer and another into a *difference of principle.*"

The partial and fragmentary results of all these lines of inquiry can be summed up for the kindergarten, as Dr. Harris has summed up a similar situation for education in general in "A Modern School," page 224: "We have not yet organized our educational doctrine, we have only formulated it piecemeal; and we have not organized our educational experience—we have not gathered the fruits of our experience as we went along." Nevertheless, while this is true of our program making, we are gathering the fruit of our experiencing and experimenting in a deeper insight into child life; we are nearer a just estimate of his intellectual life and its needs; our understanding of the physical child has been enlarged; and the truth that spiritual development waits upon the development of wholeness of body and mind, has become the conviction of those who have given the deepest study to the needs of children.

The discussions in this series of articles are offered in the hope that they may assist in gathering together some of the results of experience both within and without the kindergarten field, and that the suggestions offered may form a working basis for further study and investigation. In these discussions I shall be governed by the conviction that there are universal educational principles, and that these principles presuppose a philosophy of education which has controlling power in elementary education, as well as in the more extended realm of higher instruction.

The unparalleled activity in kindergarten thought and practice to-day needs the guidance of philosophic and scientific principles. It needs the definiteness that comes from a scientific treatment of the cognate subjects that constitute the kindergarten system, welding them into organic wholeness in the kindergarten program. But more than this, kindergartners need the illumination of philosophic thought, which includes the unity of the kindergarten system within the universal unity of human life and its achievements. When this world view becomes the conscious possession of kindergartners there will be a larger appreciation accorded Friedrich Froebel's great initial utterance: "In all things there lives and reigns an eternal law." (Education of Man, Chapter I., Section 1.) In the elucidation of this significant statement, Froebel enumerates its far reaching consequences in Section 3, declaring that to know this eternal law in its totality constitutes the "*Science of life*"; conscious representation and practice under the law becomes the "*Science of education*"; the system of directions derived from the study of this law is the "*Theory of education*"; the self-active application of the law in the interest and culture of rational beings toward the attainment of their destiny, is the "*Practice of education*." "Knowledge and application, consciousness and realization in life, united in the service of a faithful, pure, holy life, constitute the *wisdom of life*." "*To be wise is the highest aim of man*."

It is by working under the law of organic oneness, as revealed by both science and philosophy, that the teacher can find the light that will illumine her darkness, and give her the assured guidance she is seeking.

The kindergarten program is the test of the teacher's ability to see her work steadily. In it there must be a synthesizing of the various elements involved in the nurture of child life; but even this work, necessary and valuable as it is, cannot bear the stamp of

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finality, because of the rapidly changing conditions in the kindergarten, brought about by its affiliation with the public school system, because of the peculiar and urgent needs of the children of other nationalities, and because the revelations of educational psychology and philosophy constantly demand readjustment of educational theory and practice. In these fluctuating conditions one can find rational ground for believing in the absolute impossibility of a uniform program. We may well seek universal, uniform principles, but to seek uniformity in materials and methods would be an attempt to fulfil the dream of Pestalozzi when he wrote: "I believe it is not possible for common, popular instruction to advance a step so long as formulas of instruction are not found which make the teacher, at least in the elementary stages of knowledge, merely the mechanical tool of a method, the result of which springs from the nature of the formulas, and not from the skill of the man who uses it." (See "How Gertrude Teaches Her Children," translated by Holland and Turner, page 41.)

The ideal program for the kindergarten waits indeed upon deeper insight into the meanings of education, and the needs of child life.

Just here it may be helpful to note that the difficult task of program making is not peculiar to the kindergarten stage of education. The problem of curricula for primary, grammar and secondary schools has called forth the interest and effort of the best school men; and it is unquestionably true that the ideal curricula for these departments of education have not yet been formulated. However, out of all the efforts that have been made to formulate school programs it is possible to differentiate four fundamental conceptions. To enumerate these now may suggest very little of their significance; but it must be left for subsequent treatment to show how absolutely they determine and control the concrete details of school life.

These fundamental conceptions are:

- I. The nature and need of the developing human being to be educated.
- II. The aims of education.
- III. The subject matter, or studies that constitute the materials of the course of study.
- IV. The method that will render the subject matter effective

in realizing the aims of education, and at the same time provide the nurture that the developing human being needs.

In following the plan of these discussions, I shall dwell upon these universal elements in the order presented, in relation to the kindergarten program, since here, as elsewhere, they have been, and must ever be, the constant accompaniment of all educational endeavor. They present problems of the most fundamental nature and it is my purpose to show that they are directly in line with the best interpretations of the Froebelian Philosophy.

In subjecting the kindergarten program to treatment that is in spirit scientific, one must be governed by certain regulative modes of action :

I. That knowledge of the subject cannot be evolved from the inner consciousness, but must be obtained thru careful study of all the achievements of the past, and their modifying influences in developing the present standards in program making. This would include the study of general school programs, and their modifications by "enrichments" or "eliminations," and the consideration of school programs of other lands and periods. These are necessary to an adequate knowledge of the special kindergarten program.

II. That the terminology used in relation to the subject shall be characterized by clearness and definiteness. If it is necessary in the development of kindergarten philosophy to make use of a nomenclature peculiar to this plane of education, let it be used in its strictly scientific significance when occasion requires, while in all ordinary presentation, may it not be wise to make use of carefully selected equivalents, that, being readily understood, will subject the kindergarten to less misconception and adverse opinion? It is no doubt true that the use of the words "gift" and "Mother Play" has been instrumental in establishing the idea that the kindergarten has its passwords which are intelligible only to the specially initiated.

III. That the boundaries within which a given subject shall function must be clearly defined. Inasmuch as the kindergarten program has reference to the period of childhood when life is in large measure for sake of mere living, its boundaries are narrow ; but if we take into consideration the experience-processes that are begun during the period of childhood, the boundaries are world-wide. Here we are confronted with the fact that one great function of the kindergarten program is to select and arrange experiences which, while

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bearing the stamp of truth, shall also conform to the standard of what is of most worth to the undeveloped human being.

IV. That thru selection and arrangement the elements of a given subject are classified and set in order, in accordance with some recognized standard of value. Thru the functioning of selective and arranging activities, aims and purposes are clarified, and in some degree realized; and each new realization becomes, as it were, a new determination, so that there is a constant movement toward higher planes of thought and action. These may seem but vague suggestions, but a little reflection will show, that in order to accomplish satisfactory results, one must limit the field of activity; and I know of no more effective way of advancing the art of program making than to assume that it can be subjected in some measure to scientific treatment.

For purposes of reflection it is necessary to isolate each element of the program—its stories, songs, plays, games, art and materials. These processes of analysis which are begun in the training school must be constantly extended in the school of experience. This, however, gives but half of the process. These elements which have been subjected to isolation and analysis must be restudied in their relationship to the whole group of elements as they are incorporated into the unity of the kindergarten program.

There is no short cut to the art of program making, and success can be won only thru patient toil and a willingness to be taught by one's failures as well as by one's successes; and it is here that philosophy can assist the kindergartner, introducing into her efforts the element of deliberation, which leads directly to tranquillity of spirit. Philosophic insight adds value and dignity to the work, since by its illumination one can see in each element the integrity of the whole program. But there is something deeper and more subtle still; philosophic insight makes one aware of one's narrowness of spirit, and impatient haste to reach solutions that can come only thru the slow processes of evolution. Froebel surely had the philosophic vision when he saw that it would take centuries to perfect the kindergarten.

Dr. Royce says in the preface to "The Spirit of Modern Philosophy," page 8: "Faithfulness to history is the beginning of creative wisdom. I love the latter, and want to get it. To that end, however, I cultivate the former." Philosophic thinking has no other foundation than "faithfulness to history" as it is recorded in the develop-

ment of the universe in its unhasting, unresting processes that make for the humanization of mankind. It is my conviction that the study of Social Philosophy and the History of Civilization reveals the great *humanitarian principle upon which to base the kindergarten program*—a principle, which, operating in the world at large, as in the kindergarten, makes for the *common good of every human being*. To attempt to substantiate this principle, and explain its significance, would lead into abstract arguments; therefore it seems best to proceed at once to the discussion of the interests and details of the program, since here the exceedingly practical nature of the basic principles can be readily understood.

The first fundamental consideration in kindergarten program making is the nature and needs of childhood. This will be discussed in the next paper of this series.

(To be continued.)

One Hundred Dollars for Best Kindergarten Program

One hundred dollars will be given by THE KINDERGARTEN MAGAZINE at the end of the school year to that training school which evolves the best all-round program for daily practice in the kindergarten, and fifty dollars for the second best.

The decisions will be rendered by judges, not themselves training teachers, but of known authority in the departments of child psychology, and Froebelian philosophy.

This means that the programs cannot be based upon mere theory, but must be the result of actual work with the children, and familiarity with their needs. It must be general enough in character to be applicable in many varied localities, and must rest upon a foundation of true psychological and pedagogical principles, in every instance following the lead of the child.

As matters stand now students go forth from the different training schools variously equipped, differences depending upon their natural capacity and also upon the kind and degree of training received. Some have been given definite outlines upon which to base their work; others have received general principles only.

Is it true or not true that Froebel's law of self-activity applies to the mind of the student as well as to that of the child? If so, then

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the student should be given practice in making programs under supervision and should be trained in discrimination as well, so that when she sees the work of others she may have the judgment to choose that which will help her to best help her children.

Such discrimination can be exercised by the study and comparison of programs that have been tried and tested. Undergraduates need to be trained to use wisely the suggestions of others without being made dependent thereby.

One fine program has, as is well known, been developed by leaders of long experience and authority; one which has been a help and inspiration to many. But the last word has not been said upon the subject, nor can it be said so long as the child is a living soul and we continue to grow and think ourselves.

THE KINDERGARTEN MAGAZINE has no intention of setting the seal of crystallization upon future initiative. But the time is ripe for the harvest of the many years of scattered seed-sowing; years of patient, isolated experiment. We wish to put some of these results where they can be studied, compared and used as reference books upon other subjects.

As each will be made with a view to publicity and thoughtful criticism, and as we learn more and more how to meet the needs of our heterogeneous population, the program should more and more conform to the principles underlying the efficient curriculum. But there must never be a sentence of "thus far shalt thou go and no further" written against any kindergarten subject.

We hope to hear from all training schools.



Recreative Plays and Games for the Schoolroom

MARI RUEF HOFER, NEW YORK

THE happy clothing of physical exercise in play has become a recognized factor in modern pedagogy. In the same way the use of motives and interests already awakened in the child mind have become a natural part of school economy. The interpretation of subject matter into form, motion and dramatic action is spontaneous with children, and only needs to be suggested to be further carried out by them.

The aim of these lessons is to present such suggestions to teacher and child. While the leading idea is play and recreation the lessons are so arranged and graded that good physical reactions may be obtained at every step. Their development involves some judgment on the part of the teacher and cannot be automatically performed. Sufficient hint is given as to their physical value so that they can be used for school gymnastics in the hands of the average trained teacher. The lessons will follow the interest of the school months thruout the year.

FALL EXCURSIONS.

LESSON I. A WALK THRU THE WOODS.

Review the incidents of the trip so that each child may recall some experience—how our feet felt in the soft grass and dry leaves—how we stretched, reached, ran, etc. Get them to tell the story. The entire play should not exceed five minutes. For younger children emphasize play, for older ones the physical work.

Movements involved.—Walking—heavy, light; running—fast and slow; jumping, stretching, bending, throwing, pulling, etc. Teacher observes and corrects movements.

A.—Starting out.

1. Leaving the house, easy walking.
2. Tramping as if on stone walk.
3. Light-stepping as if on soft ground.
4. Walking on heels or toes in mud. (Good muscle stretch.
Step carefully without jar.)
5. Jumping over ditch or puddle.

6. Running on soft grass, lightly.

7. Jumping over fence—vault seats, sit.

Let older children show different ways of jumping: running jump, leaping jump, right and left, both feet, standing jump with knee bend. See that children get good spring and land on balls of feet. After children are rested on the next day finish the story with the next series, emphasizing large arm, trunk and all-over movements.

B.—In the woods. (Class in the aisles.)

1. Walk along the shady path.
2. Reach to touch branches at sides.
3. Reach to touch branches overhead (right, left; right, left).
4. Jump lightly to touch higher ones four times.
5. Pull branch down and up with good hip motion.
6. Pulling harder (up, down, etc.) and spring back with light jump.

In the pulling let children add the swishing sound of leaves; gradually slacken and come to rest.

C.—Gathering leaves. (Scuff thru aisles and into circle about the room.)

1. Scuff with feet thru leaves.
2. Stoop and gather arms full.
3. Toss high in the air (stoop, gather, toss, four times).
4. Tossing in large heap to centre.
5. Jump towards centre on leaves softly.
6. Dance around bonfire and return to seats.

LESSON II. A VISIT TO THE FARM.

This is an experience common to so many children that they can be fully trusted to work it out. City children can be easily initiated by picture and story.

A.—Driving to the farm.

1. Children sit on desks and drive imaginary horses.
2. Springy jumps of wagon going fast.
3. Lively driving, teetering up and down.
4. Click to horses and flick whips.
5. Whoa! and slack up team.
6. Children jump out one at a time.

B.—In the pasture.

1. Running on soft grass one row at a time.
2. Capering like horses and colts.
3. Shaking heads, whinnying, neighing.
4. Catch horses and pretend jumping on.
5. Balance on backs of horses.
6. Teetering up and down.
7. Riding horses to barn (seats).

In free play, order can be maintained by not having too many children on floor at once and working by rows. Insisting on careful work, avoids noise. "Remember we are on the grass, children," etc.

The following free play scenes are particularly adapted to the younger children:

C.—Hunting eggs.

1. Running quietly about.
2. Stooping to look for eggs under desk.
3. Gathering them into basket or apron.
4. Placing carefully on desk, counting seats.

D.—Milking time.

1. Calling the cows—co—boss, etc.
2. Driving home the cows. (Let children imitate, moo, shaking horns, heavy movements.)
3. Letting down the pasture bars.
4. Tying and feeding with hay.
5. Milking the cows—kneel.
6. Picking up full bucket and carrying home.

E.—Making butter.

1. Skimming the cream.
2. Lifting and pouring into churn.
3. Working over in bowl.
4. Patting and molding into cakes.

Song, The Dairy Maids, Primer Modern Music Series, makes good dramatization for D. and E. Feeding the Chickens, Songs of Nature, Knowlton, a good song for C.

LESSON III. PICNIC IN THE PARK.

Where country experiences are impossible the following stories may be suggestive. As there are few new movements, let the old ones be studied carefully and the growth be in readiness and better physical control.

A.—In the street-car.

1. Each row of seats for car with motorman in front. (Act out.)
2. Arrival, jumping off—one car at a time.
3. Running over grass, softly and lightly.
4. Back to seats, resting and lunching.

B.—The merry-go-round.

1. Large circle around the room.
2. Mounting horses, ready, start.
3. Catching and throwing rings.
4. Dismounting and to seats.

The circle starts up slowly, gradually increasing in speed, and then slowing down.

C.—In the swings.

1. Children face across aisles, join hands and swing; right, left, etc.
2. Face front, right foot advanced. Grasp imaginary board, push in unison forward and back; change foot, repeat.
3. Scupping. Take position of exercise 2, facing across desks and pushing in alternating rhythm.

Other imitations of rolling hoops, jumping rope, see-saw, can be improvised. Finish game by jumping on cars (seats); with a little skillful motoring return to work.

LESSON IV. VISIT TO THE SEASHORE.

Arrival by boat or train with appropriate dramatizations of same by children. If there is time, get some engine and propeller imitations.

A.—Shore play.

1. Arrival, jump from train or walk gang-plank.
2. Running across sand to water.
3. Walking in deep sand, drawing feet slowly up and down.
This will occupy time once around the room, back to seats. Remain standing, children join hands in rows across seats in this position.
4. Run forward toward receding wave.
5. Run backward from advancing wave. Repeat four times, rows keeping well together.
6. Rest by showing wave motions, large and small. Seats.

B.—Water play.

1. Preparation for wading.
2. Run forward into water.
3. Wading, lifting feet high.
4. Splashing arms up and down, hip bend—splash—splash.
5. Treading water, up, down, etc.

C.—Water play.

1. Wade deeper, float arms in water.
2. Bury body in water, arms sidewise, stretch.
3. Rise and sink, weight on balls of feet, heels slightly raised.
4. Head and chest raised high to hold out of water.

D.—Swimming.

1. Dog-paddle movements.
2. Treading water with feet—pushing it down.
3. Paddling with hands, head high.

Boating exercises may be added, rocking from side to side, rowing, paddling, if in the experience of the children.

The Cuckoo Clock*

BY B. J.

There's a clock in our house—
 A little brown clock—
 You can see where it hangs on the wall,
 Its door will fly open—
 As quick as a flash—
 And then—you will hear something call.

Don't wait a minute—
 You can't guess what's in it—
 This little brown clock on our wall.
 Hark! Cuckoo! Cuckoo! Cuckoo!

*Head and Arm Exercise—Clasp hands over the head and at words "Cuckoo" bend head forward saying "Cuckoo" each time. It can be a counting game also, children to say what time it is according to number of counts. Be careful not to continue bending of head too long. Three times is enough for young children at first.

Studies in Froebel

Froebel's Place in Education

E. LYELL EARLE, PH.D.

PERHAPS no educator is to-day exciting a greater amount of discussion, or is influencing educational theory and practice more than Froebel. Not only in the kindergarten do his love and care of the child appeal naturally to the best elements in our nature, but in the primary grades, in the grammar school, in the high school, and even in the college, principles and practices laid down by Froebel for the use of the kindergarten teacher are being discussed and tried with a large measure of success. His influence is being very keenly felt and is very likely to grow to much greater proportions. Whenever real workers get hold of a true principle there is such a spontaneous response to its statement, and so instantaneous a response of the child to its application, that it is bound to take a permanent place in all educational practice. This is true of many kindergarten principles.

There is, however, much of doubt and a great difference of opinion, even among the followers of Froebel himself, as to what his real contribution to education is, and how his own practices and those of his immediate followers are to be interpreted.

On the one hand, there are those who seem to stand for a literal interpretation of his every word, and a literal following of his every practice; over against those are others who are ready even to disregard his words and his practices, and work out anew principles of kindergarten teaching from the actual study of the child and his needs in life. Between these two extremes there seems to be a large class who are willing to take Froebel's revelation as he made it, and his practices as he arranged them for his own followers and the needs of the child of his own time, and adapt those principles and methods to the child of to-day and the special need of his actual environment.

It is not our purpose now to decide which of these views is the correct one; we shall, however, attempt to throw some light on Froebel's contribution to education from a consideration of the historical setting of the man, from the influence on him of the various

movements in education, philosophy and religion from the Reformation to his own time.

If we start at the 16th century and attempt to traverse the path of intellectual activity in science, religion and philosophy, we shall find that it is possible for us to come down to the present day by three main roads. We may follow what we shall call the philosophical path beginning with Bacon and Locke, or we may follow the child study path beginning with Comenius, or still again the religious or Pietistic path beginning with the Jesuits. These ways are indeed broad and have many by-paths leading frequently far from the main line, but they are essentially distinct and of sufficient directness to bring us down to the 19th century.

The philosophical path begins with Bacon's discovery of the world as an object of study, and his use of the method of individual observation and experimentation as a protest against the formal material of the Humanists and the formal methods of the Scholastics prior to his time. The next step was made by Locke, who applied the experimental method of Bacon to the study of mental processes, thus giving us a physiological basis for psychology, a basis which has produced such marvelous results in our own time. From this point we may follow three parallel philosophical paths; one in England, one in France, the other in Germany. The movements in England and France do not concern us particularly in the study of Froebel, although they exerted a large influence on philosophy and education. In Germany there was a loud protest against the declared materialistic tendency of the English school. This found its expression in the rationalism of Kant. The men of the Transcendental school—Fichte, Schelling, Schopenhauer and Hegel—while differing very much among themselves on minor points of philosophical theory, all tended to the extreme of idealism. This frequently led them into vague symbolical terms that were harder of understanding and fuller of content to the initiated than the barbarous Latin symbols of the Scholastics of the Middle Ages.

Now Froebel was a German Transcendental philosopher; he was imbued with the spirit of the Transcendental school, and when he came to formulate his educational theory it was impossible for him to free himself from that vague, mystic, symbolical method of expressing truths which in themselves would have been capable of very simple presentation.

If we go back again to the Reformation and take another path

down to our day, we will find as guides the child study educators beginning with Comenius. Shortly after Bacon had discovered the world as an object of study, Comenius discovered that the child of the elementary school age was a fit subject for formal teaching. We will find later on in France, Rousseau, who likewise places the emphasis on the right of the child to freedom from the artificial system of school habits and to the liberty of immediate contact with all the beauties and facts of nature as the natural teacher of the race. In this, as in the position of Bacon and Locke, only from another standpoint, we find a protest against the formal culture of the Humanists and the barren speculations of the Scholastics. The emphasis was on the child and on nature as a teacher of the child, and the proper material for modifying the child into a perfect individual. Rousseau was followed by a still greater revealer of child life, Pestalozzi, who so loved the little ones that he would stand between them and nature, to bring nature to them and them to nature, and save them loss of time or injury from immediate contact with their environment until fully fitted by education to come out the victor. Connected immediately with Pestalozzi we find Froebel combining in himself the essentials of the second great movement from the Middle Ages to the present time in educational development, the essentials of true child study stated in terms of Transcendental philosophy by that school of thinkers and of true human sympathy as first formulated by Pestalozzi.

Froebel thus sums up in himself two great aspects of education, the philosophical aspect and the child study aspect. This is the period and feature of his life that contains no difficulty. There is no doubt of him when he is with the child.

There is, however, another path by which we may come from the Middle Ages to the present time, and that is the great broad way of Pietism. In its various forms it existed in every country of Europe. It began with the founding of the great Order of the Jesuits which strove, by means of internal reformation, to stay the ravages that the recent assertion of reason and liberty were making in the church. It found its expression, with various modifications, in the Puritan, Calvinistic and Methodist movements of Milton, the Wesleys and John Knox in England and Scotland. It found a very true expression in the Jansenists, the Point Royalists, and the Christian Brothers; and in the educational theory of Fénelon and Bossuet, the humanitarian activities of Vincent de Paul and other

great French Pietists. It likewise found very vital expression in Germany, and reached its culmination in the Pietistic movement begun by Francke and carried on in the Lutheran Church down to the 19th century. Froebel was a Pietist by birth and by choice. Thus at the junction of these three great paths—the philosophical path, the child study path and the Pietistic path—we find Frederick Froebel, the inspired prophet, as it were, of modern educational theory and practice, summing up in himself all that was best of philosophy, all that was best of child study, all that was best of religion up to his day. Not, indeed, stating his educational theory with the accuracy and logical order of any of the great German philosophers; not, indeed, giving expression to his religious belief in ecstatic enthusiasm, but stating his philosophy and his religion in terms of the child with a devotion that has hardly ever been equaled and never surpassed.

This position of Froebel at the junction of the Pietistic, the child study and the philosophical movements, it would seem, throws light on the character of his writings. The difficulty of interpreting his theory is traceable to the influence of Transcendental philosophy over his mind, a philosophy perhaps in which he had not received a sufficient scholastic training. It may be found again in the close union of his educational theory with his religious practice traceable to the influence of the Pietistic movement on him and his endeavor to unite the two to the extent of an almost Spinozian pantheism. If we keep these three points in mind, the influence of the Transcendental philosophy of Germany, the influence of the Pietistic movement throughout Europe and particularly in Germany, and the enthusiasm aroused by the study of the child just at Froebel's time, we have a means of interpreting much of his writings, a safe light to guide our steps in traversing the mystic ways of Froebel's revelations in his great works, particularly in the *Education of Man*.

Two of these facts, however, the philosophical Transcendentalism and the religious Pietism of the age, make it very important that his works be interpreted in their proper light and presented to students at the proper time and in the proper manner. This, of course, is a problem for the training teacher.

Before the young girl who has just left high school can be expected to understand either the philosophical theory of Froebel or his religious symbolism, a large amount of proper historical set-

ting must be secured. Even then a very simple elementary interpretation of these great principles will be all that the intelligent training teacher can look for. These two facts have driven some teachers into the custom of the mere formal imparting of Froebel's principles and practices without making any attempt of having them understood by their training school students. In other instances, it has led to a sort of mystic symbolism, to a sort of secret society parlance among kindergartners entirely concealed from the poor grade teacher, similar to the vague medical phraseology in which the physician of a decade ago used to take refuge when giving his opinion of the simplest forms of illness.

There are special dangers which training teachers must guard against in attempting to study Froebel's theory from the standpoint of his philosophy and religion. The tyranny of the material used in the kindergarten and handed down with more than religious fidelity by his followers, is liable to take such a hold on young kindergartners that despite the fact that it is a wear and tear on nerve and sense, they will protest against giving up any of it even for the substitution of an intelligent interpretation of it in terms of actual life about them.

From the standpoint of the Mother Play, it seems to me there are special dangers. Young girls of seventeen, eighteen and nineteen, taking the Mother Play at a time when the adolescent instincts are just passing over into the maturer maternal tendencies, are often exposed to a large amount of sentimentality and emotional interpretation that border on the harmful. I have seen a class of fifty young women just passing out of the adolescent stage, go from a lecture on the Mother Play, given by a semi-inspired woman, who never had a child, more awed and thrilled than I have ever witnessed at a religious revival. A sort of ecstasy seemed to possess them, and they left the room, as it were, mastered by the majesty of the subject, plainly showing that emotions had been appealed to which were hardly legitimate in such a simple and elementary matter as the teaching of the mother's natural method of training her child. If, however, Froebel's principles, as formulated in his *Education of Man*, the *Mother Play*, and his *Pedagogics of the Kindergarten* are presented from a sane standpoint, there is no reason why the young kindergarten teacher should not have the highest emotions appealed to and the highest intellectual, aesthetic and moral gain secured.

Education, as Froebel understood it, is an organic process, organic in the sense that there is no break from the cradle to the grave, organic in the sense that it is from within out, organic likewise in the sense that every incoming stimulus has to be fitted into the proper mental condition, either of original nature or of mind attitude at the time. Out of this union of cell and mental attitude with the incoming stimulus there results a physical modification which is in reality an organic growth. And as all growth is pleasurable, the joyous manifestation of a fuller and more efficient life, as a result of these educational processes, as Froebel conceived them, is equally organic. His conception, therefore, of the nature and aim of education, was broader than any formulated before his time, and was closer to our modern biological conception of education as a process of changes resulting from the inter-action of mind and environment, with the victory on the part of the mind. This one great thought, the organic nature of the educational process, gives us great light on Froebel's greatest law of unity, unity in the child from the first hour he is capable of learning to the last moment that a cell responds to a stimulus, unity in the material which is capable of being used as a proper stimulus for arousing his self-activity and co-ordinating it into processes of self-unity in the social, religious and intellectual aims that the school should keep before it in the education of the child, not only in his first steps in the kindergarten, but all through the university, even out into life.

Froebel's place, therefore, in education, is without doubt one of the most exalted of any educator, whether of antiquity or of modern times. The more his conception of the organic nature of the educational processes, the more his conception of the method of self-activity in the responses of feeling and the play instincts modified into habits of control are introduced into the primary, the grammar, high school and even college methods, the more the joyous spirit of the kindergarten will pervade these various educational periods and Froebel's place as a real revealer of higher educational development will be denied or misunderstood by no one.

This result is the devout hope of every true kindergartner. To help effect this great unification of all educational theory and practice for the love and well-being of the child is the aim of this magazine.

"Essentials in the Kindergarten"*

Résumé of the Discussions of the Directors' Class of a Chicago Training School

IN Chicago, the students in kindergarten training schools gain very valuable experience by practicing, thruout most of the usual course of two years, in the kindergartens of city and suburbs. This gives contact with children in public schools, private schools, settlements and missions, for the work is so planned that the young kindergartners are changed from one school to another every few months, thus bringing them under the supervision of directors, each of whom has some quality of mind or character wherewith to enrich the young beginner by the "divine point of contact."

There is no question that having the actual, daily work and play with the children renders much more comprehensive and illuminates to a wonderful degree the book and class study of principles and theories.

There is also no question but that it entails grave care and responsibility upon the director in charge, for she has in mind and heart not only the little children in her child-garden, but also the needs of the young child-gardeners who require sympathetic and wise counsel and guidance.

That the kindergarten be as near ideal as possible, it is essential that the spirit of harmony prevail, and to this end there must be a perfect understanding between the director and those who assist her. This is usually made more possible if the cadets are students in the same kindergarten training school as that in which their director was trained, or if trained in different schools it is at least desirable that a perfect co-operation should be secured thru complete understanding of plans and principles.

To secure this living, organic co-ordination between their training school and the directors with whom their cadets practice, the Chicago Kindergarten Institute arranges every year a course of fortnightly meetings with the directors under the leadership of Mrs. Mary Boomer Page, instructor in theory and practice. Those who

*The following pages represent the good work of the directors of kindergartners affiliated with one school in a large city. If other schools have like courses let us hear from them.—[EDITOR.]

attend are not all graduates of the Institute, but each one has as cadets and understudies one or more who are studying at the Institute.

Here are discussed in Round Table fashion principles, theories, practice. Suggestions are made, questions asked, problems propounded of daily practice. The needs also of the different cadets are considered, and it is asked, perhaps, what can be done to help one to overcome this fault, to strengthen another in this virtue, to deepen the sense of responsibility in one and lighten the burden in another, so that she may gain in freedom and the play spirit—and all this much in the same spirit as the character needs of the little children are talked over with helpful, maternal sympathy at the weekly teachers' meetings. Tho we would add here that it is recognized that in fairness to the student only such comments should be made as will enable the directors to understand, and so most helpful to the students who are their understudies. More serious and individual criticism is sent in private to the leader.

The class members themselves are supposed to plan the year's general line of thought, and this year the committee appointed for that purpose suggested a course of special value and interest. The general subject decided upon is summed up in the words: "Essentials in the Kindergarten," taking up the psychological value and essentials in art, gift and nature work and literature.

The first meeting was to be a business one, the second to be devoted to social feeling and discussion of interesting educational news, the third a discussion of how the child develops psychologically thru the work of the various kindergarten periods. This is to be followed by a group of four meetings on the value of art work, clay, water color, charcoal, artistic room decorations, etc. A few expert outsiders were to be asked to lead at certain meetings.

When the psychological value of the different kindergarten periods was taken up, each period was assigned to the consideration of one or two of the class who were particularly strong in conducting a given period.

Morning circle.—Psychologically the morning circle was considered valuable as being the period when an exchange of feelings and ideas takes place. The social relationships are emphasized. Being the time of day when the child is freshest, attention and concentration can be demanded as at no other time, and creative expression expected and encouraged. The rhythmic exercises of the

circle develop associative feelings. Attention is required and rhythm means bodily reaction. Too much of it, as in cases of hand-clapping, has a nervous reaction.

March.—The march involves feeling and ideas. It gives opportunity for the development of attention and imitation. It is first imitative, and later creative, being a preparation for dramatization. The marches in kindergarten should be playful, not gymnastic. Unity of action stands out very clearly in the march and makes for clearer images. The march affords excellent opportunity for the development and cultivation of the power of leadership.

Table work.—The Table work makes demands upon the creative powers, the intellect, the will. Attention, imitation, and through them the power of clear imaging, are some of the psychological activities called into play, as well as those of perception, association, judgment. This especially in gift work. Thru occupation is afforded an excellent opportunity to clear up wrong impressions.

Motor and sensory experiences are both called upon, and in group experiences new stimuli are brought to the child.

Games.—Thru the games the social element is most emphasized. This is indeed the fundamental idea of the games. The child is also most creative in games. The whole child, the whole self is given up to them. He is unified thru absorption in the idea. This gives physical freedom, which is the basis for mental freedom. Undue competition must be avoided.

Stories.—The kind of stories to be told is a matter of the child's development. Dealing with the emotional side of the child's life they are the great accessories of imagery. They hold up to him the mirror of life. They afford to the child the pleasures of romance. Care should be used as to the emotion the story-teller arouses.

All thru the different periods of the kindergarten morning the child must be environed by the spirit of nurture, which is an essential of the genuine kindergartner.

It is essential to keep the unity of the morning's experiences. To do this we must keep before our minds the unity of the child's inner life.

We must make the flow of the child's day warm and rich by having contrasting experiences.

The day's work will be richer, more original and creative if the development of *feeling* by *action* into *will* is kept in mind.

ART.

Miss Mabel Corey, art instructor, had been asked to take charge of the several meetings when the principles underlying art were to be discussed. The following are some of the points evolved :

In kindergarten work art is not really for art's sake, but it is there as a language, a means of expression. Everything a child does is expressive of an idea. Let the play incentive be the underlying thought ever in mind.

Clay was the material that was the special topic at this meeting. The sense-perceptive stage precedes the creative stage, hence in working with the material, knowledge of it must come thru handling it.

There are two methods used in work with clay : free play and the working from models. Free play is good, but it is of no value to show the children just how to make a thing. Let the teacher make something herself before the child that he may see the process of work, but remember that imitation is a *growing* process, and not a mere copying process. Never let us work for finish with the little children, and above all, keep hands off of the children's work.

Give the child a rough lump of clay sometimes and let him blunder into a form. Vary the method of giving it out.

If the kindergartner wishes to get results she must show the child each step in the procedure, but if she wants the child to grow she must give the same thing over and over and over again till he catches the subtle feeling for form.

Most of the things made by children are animals, fruits, vegetables, pottery, flowers, tiles, and toys. Let them have a chance to make things in miniature as well as in the large, since they like to do it. Stories may be illustrated.

Form is almost too subtle for children to see ; they seldom see models. They see the generic, not the specific, apple placed before them. The image expressed, however, is the test of a child's idea of a thing.

In his free play with the clay watch the way the child moves. Are the large muscles used ? Is the expression of the basal instincts evidenced gleefully or irritably ?

The next meeting the discussion became very practical, each member taking some clay, and thru experiment and demonstration testing some of the theories propounded. Again the question came

up: What is clay for? How used? By the artist to express some inspiring thought; by the teacher for an educational purpose, a vehicle for the child's expression of self and for training him.

In working with the clay things were made and suggested that the child can make himself: In rolling clay—jelly rolls, rope, sausages, pretzels, cigars, etc., the child's own expression—but the teacher's opportunity to change the child's ideal to something higher; making the rolls of clay into links of chain, wreaths, the living snake, etc.

The desirability was broached of giving the child a legitimate occasion to pound the clay, which he so dearly loves to do: pound or flatten to make a plate, a cake, or a tile.

At the ensuing meeting, other kinds of material for art expression were considered, such as chalk, crayon, water color. Black-board work was recommended as highly desirable for the little child, involving as it did the larger muscles. Any teacher, with a little practice, can do simple things well, such as outlines of animals, Christmas stockings, etc. In using chalk the use of the broad side of the chalk was urged, and mass drawing both with chalk and charcoal. Line drawing was to be discouraged.

In all art expression lead the child to do the whole thing first; study and representation of parts come later.

Brush work also should be done in the mass, and here, as in other lines of art expression, let the children gain their technique by observation of how other people work.

Kindergarten children need to gain experience in the good use of color rather than the process of mixing color.

It is well not to confine the child to use of any one kind of art material, but let him have water color one day, clay another, and express his ideas upon another occasion in crayon.

Art expression is to the adult what play is to the child.

PEDAGOGICAL LITERATURE.

The next two meetings were in charge of Miss Amalie Hofer, now principal of the Pestalozzi-Froebel Training School, Chicago, who gave a view of kindergarten literature and the great pedagogical and literary movements from which it evolved that was most illuminating and stimulating. The class had at her request read Symond's article upon the Renaissance in the *Encyclopædia Brit-*

annica, and so were prepared in a measure for the line of talk pursued.

They were reminded of the three movements that characterized the Renaissance—the romantic, the classic, the humanistic—which culminated in the Reformation because the new interest in the classics gradually turned the thoughts away from faith in the Papal order. In Germany it took a specially religious form, thus differing from other countries. It expressed itself largely in an interest in problems of pedagogy and in language studied comparatively.

Petrarch is the great exponent of the humanistic movement in Italy. Here the individual is striving for expression.

Herder and Goethe represent the romantic school. This school turns from the ancient classics to find its inspiration in the common people. They felt that the roots of the classic are in the hearts of the common people, and they dared take up any department of thought and recast it as they chose.

It was thru this movement that Germany was unified; her unity resting on that substrata of innate power that makes a nation one.

In the light of these movements it is interesting to trace the pedagogue in the great books on education, the "Education of Man," being one document of a long series. The translation of the Bible belongs to this line of books, the line of those which alter a system. It would be interesting, said Miss Hofer, to trace the relationship between the "Orbis Pictus" and the "Mother Play Book"; the former, the first picture book, is certainly the first fruits of the Reformation; no monk could have made one.

When we get the historic setting of Froebel's time we find that he, a child of his time, was comparative in everything he touched.

It is both valuable and interesting to find the parallelisms between Froebel and others; we need to get away from the atomic process and nothing helps us more to do this than to make such a comparative study.

The list of epoch making educational books, indicating the evolution of the philosophical idea in education, or what Miss Hofer called the "pedigree of an idea," will be found in the June number of THE KINDERGARTEN MAGAZINE in the paper she gave at the I. K. U. As she points out, each of these great documents is the result of a collision of social ideas.

We recommend to all kindergartners and training teachers a thoughtful study of that valuable address.

NATURE WORK.

Nature Work.—At another meeting Miss Mary L. Sheldon, instructor in the Chicago Froebel Association, had been asked to conduct a conference on the Essentials of Nature Study, and this also proved to be a very rich afternoon.

The terms *work* and *study* in this connection are misleading, as with the little children our main object should be to surround them with things of vital interest, and to study thru suggestion, but mainly to give opportunity to live.

The subject for consideration should be something in the child's environment. It should give scope for action, and it should lead on and outward, and give background for other things.

A very important point upon which Miss Sheldon laid stress was that the kindergartner should find out what was done in this line in the public school curriculum in order to co-ordinate with it.

The seasons furnish a continually recurring opportunity for nature study, and the environment of the child should be so arranged as to permit him to discover things for himself.

Certain festival days open other opportunities, as St. Patrick's Day, which is always associated with the shamrock or oxalis.

By securing such plants as the morning glory that are sensitive to light or respond to certain hours of the day, the child will in time note for himself the phenomena of the so-called sleep.

Leaves, flowers, vegetables, all afford great color opportunities. The children can readily see that the color is a sign saying that they are ready to be picked, or one hung up to tell the bees to come.

Many other good suggestions were given, and in answer to the question, How can we relate Nature study to the program and have it consecutive? the reply was, Have as much of Nature as possible in the kindergarten environment and utilize it as you can.

Another very valuable afternoon was that which Miss Bertha Payne, of the University of Chicago, had in charge, but no notes were taken that day, and so the fruitful discussion is not in available form for publication.

The Essentials of Method from the practical standpoint of the physical surroundings and conditions in which the children work, was a topic on another afternoon. It was urged that the children be seated with reference to the light in the room, that the ventilation be looked after faithfully, and that at tables and on the circle the

children be given as much room as possible; that the large materials be used and that there be no sense of hurry.

Tenseness on part of the children is usually a reflection of the kindergartner's state of mind. The kindergartner shows it thru her voice; the children in physical restlessness. "The voice is the spiritual barometer."

In all experiences let us be searchers for Truth with the children.

As regards the essentials of method the class was reminded that in the use of the gifts there is an expenditure of nerve energy more than with most other kindergarten materials. Therefore the work must be practically simple. Take subjects the children are familiar with and truly play with them.

The three great factors or essentials of method in the use of the gifts resolved themselves into the following: First, there must be a conscious motive of worth to the little child. Second, the steps in the process must be definite. The means that make these two things workable are the things or interests that appeal to his feelings.

The side that touches the child is the feeling side; the side that touches the teacher is the thought side. Feeling and thought are one. If the thing is both big enough and at the same time simple, the child will want to do it over and come back to it again. If the methods are to be truly helpful the teacher must be sympathetic and playful.

Dr. Hailmann honored the last class meeting with his presence, when the former discussion was continued. Creative work which brings true freedom of expression is embodied in true method, and another essential is to have the material suitable. Dr. Hailmann urged the kindergartner to remember the synthetic use of materials.

We feel that the course of study just outlined was most helpful. Mrs. Page, as said above, was the presiding genius, but all contributed by their part in discussion, each giving the rich fruits of her own experience. It is a matter of regret that the conference in charge of Miss Payne was not reported, as all were enriched by those in charge of Miss Hofer and Miss Sheldon, the latter bringing the experiences of the faculty and teachers of the Froebel Association.

If other training schools in other cities have similar courses we will be pleased to give such place in our pages.

Little Folks' Land*

The Story of a Little Boy in a Big World

BY MADGE A. BIGHAM, *Free Kindergartens, Atlanta, Ga. Author of "Stories of Mother Goose Village," etc.*

NOTE.—This Kindergarten Program ran through THE KINDERGARTEN MAGAZINE last year, and those who took it are therefore familiar with Joe-Boy and the world of animals and insects that interested him so much. It was impossible to include all of the series in the last volume, and for those mothers and teachers who found it useful we give the concluding chapters, which will run over into the October issue. It will later be published in book form by Messrs. Atkinson, Menzer & Grover, Chicago and Boston. Advance orders will be accepted by them at \$1.50, postpaid. After publication the list price will be \$2.00, net.

IX

Twenty-second Week—Life History of Ants

Bright-Eyes

Monday

WHEN Busy-Wings flew out of the hive to go to work one morning, he saw a long, long string of tiny red ants, marching in a row, one behind the other. There were mother ants and father ants and nurse ants and soldier ants and other working ants.

"Where are you going, in such a long line?" asked Busy-Wings.

"We are hunting a new home," said one of the soldier ants.

"We had a beautiful home out in the woods, but yesterday a little boy poured a whole dipperful of water right down our front door, and it ran all over the halls and into the pantry and nursery and ruined our eggs and drowned our babies, and we just got out in time to save our lives."

"My, my, my," said Busy-Wings, "I didn't know little boys ever did that kind of thing—I am very sure the little boys in this yard wouldn't. Why don't you dig your home over there by the edge of the clover bed? But I hope you will never crawl up into our hive, because you are so little you might get mixed up in our honey."

"Oh, we wouldn't do that," said the ants. "So we will go to work right now, and make our home before it rains—we ants do not like to get wet."

* Copyright, 1905, by Madge A. Bigham.

Then the little ants began to dig a tiny, round hole in the ground; and one little ant dug out a grain of sand, and another little ant dug out a grain of sand, and another little ant dug out a grain of sand, and another little ant dug out a grain of sand, and another little ant dug out a grain of sand, and another little ant dug out a grain of sand! And so they worked all day long, and when night came they had a very nice little round door, that led into a narrow winding hall. The next morning Busy-Wings saw them hard at work again, digging out little grains of sand, and they told him they were making the pantry, then, to store away cake crumbs and biscuit crumbs and nut crumbs and grains of sugar, and other nice things to eat during the cold winter time when the frost and snow were on the ground.

"Well, sir!" said Busy-Wings, "that is just the way the bees do, because there are no flowers in the winter time to give us nectar juice for our honey."

When the ants finished their pantry, then they began digging out bed-rooms for the big ants to sleep in, and last of all, they dug out a nice big room for the nursery, where the baby ants were to stay, and then they told Busy-Wings they were ready to begin house-keeping.

"Why, why," said Busy-Wings, "your little round door is so very small, I'm afraid I can never come down to see your babies, because I couldn't squeeze through such a tiny door, you know."

"Our door is plenty large enough for little people like us," said the ants; "but when you come to see us, just buzz at the door and we will hear and come out."

Now in Busy-Wings' house there was only one Queen Mother to lay eggs, you know, but in the ants' home there were many, many little mothers to lay eggs, and many, many little ant babies that hatched out of the eggs—so many babies, that the red ants said, "We shall have to send off and get us some little black servants to help us take care of our babies and home."

So ten of the big, red soldier ants marched away, and when they came back each one brought a little black baby ant, and then they went back and brought some more until they had a great many; and the other red ants fed the little black babies every day, until they were grown up, and able to go out and help them gather crumbs, and clean up and nurse the babies and keep house, and milk the cows—but I must tell you about that later. One of the little black servants

was named Bright-Eyes—the dearest little black ant that ever was—and the red ants loved her very much, because she was such a bright, good little servant, and always tried to do her best. It was Bright-Eyes who always watched closely for the tiny eggs as soon as the red ant mothers laid them; and quickly picking up the wee, wee, wee eggs she would carry them to the nursery and watch over them until the little ant babies hatched out. Then she and the other nurses would carry the babies up through the little round door, to get the sunshine and fresh air—which made them grow so fast. But nursing the babies was not all that Bright-Eyes did—that was only one thing—all day long she was kept busy waiting on the red ants, and they would say, “Bright-Eyes, won’t you do this?” and “Bright-Eyes, won’t you do that?” and “Bright-Eyes, won’t you do the other thing?” until her busy feet were kept going from morning until night. Sometimes she would be out all day long hunting something good for the red ants to eat, and if she found a crumb of cake that some little child had dropped, why, she did not eat it herself, but tugged and tugged and tugged, until she got it through the little round door, and down the long winding halls, and to the red ants’ pantry, where she put it away for their dinner. One day while Bright-Eyes was out she found a piece of candy—quite a big piece—too large for Bright-Eyes to carry in by herself, and what do you suppose she did? She hurried home and told the red ants about it, and they came out to see—another and another and another—and they all gathered round the piece of candy and broke it into many tiny little pieces, and then Bright-Eyes took a piece ever so much bigger than she was, and each one of the other ants took up a piece, and away they carried it off to their pantry, to keep for the winter time. Now, don’t you think Bright-Eyes was a dear little servant?

Program for Twenty-second week—Life History of Ants

Monday

Circle talk, songs and games: You remember how Busy-Wings made friends with the kindergarten children? Well, the very next morning he made some new friends,—some wee, wee, wee little friends; and if you can not guess I shall just tell you about it. Relate story.

Song: “Once I Saw an Ant Hill.”

Game: Let us walk in the garden and see if we can find Busy-

Wings' little friends. Let us march in a long straight row as the ants can.

Gift: Use whole ring to represent ant-hole, and a line of lentils for ants. Connect with reproduction of the story.

Occupation: Drawing, illustrate the story.

The Ants' Bridge

Thursday

BRIGHT-EYES thought a great deal about the family of black ants Busy-Wings had told her about; she wondered and wondered about them and wished she might go and see them.

But, of course, Bright-Eyes knew that the red ants would not like to have her go. They had sent their red soldier ants to get her when she was a tiny baby—just to be their little black servant—and they had never let her go away.

Early the next morning Bright-Eyes' mistress called her and said, "I should like the nurses to take the babies in the woods to-day. The sun is so warm and bright it will do them good, so go right away and spend the day—unless it gets cloudy; then hurry home, because I do not want the babies to get wet, you know."

Then Bright-Eyes told the other nurses, and they bathed and fed the babies well, and hurried through the little round door out into the sunshine; and if you had been watching that day, why, you most surely would have seen Bright-Eyes carrying a big fat ant baby—almost as large as she was. Sometimes she would put the baby down on the ground and rest; but she never left it even for a minute,—because it would never do to let anything happen to the red ant's baby. The nurses went into the woods, a long way from the little round door, and crawled on and on and on and on. They even crawled over a little gully, with white sand on the bottom, and rested there and ate their lunch, and then crawled up the little ridge and further and further into the woods. They were having a fine time, but all at once it got very cloudy, and Bright-Eyes said to the other nurses, "Hurry! hurry! it is going to rain, and we must get the babies home before they get wet!"

But though the nurses hurried their very best, the merry rain-drops came pattering down, and they had to hide under a log to keep the babies dry. It did not rain very long, though, and as soon as the

sun came out each little nurse picked up her baby and away they went, trying to get home before another shower. By and by they came to the very same little gully that they had passed in the early morning; but now, instead of the pretty white sand, the bottom was covered with water.

"Dear me," said the little nurses, "what shall we do now, and how shall we ever get across this water with the babies! We shall be sure to fall in if we try."

What would *you* do, if you came to a stream of water and wanted to get across?

Well, I'll tell you what Bright-Eyes did. The other nurses said, "We can't get across this big water, and we are not going to try! We haven't any boat!"

"Oh, yes," said Bright-Eyes, "let us try to get across anyway. We haven't any little boat, it is true, but maybe we can make a bridge that will reach across the water. And just as we moved the big nut away from our little round door, by working all together, so we can make a bridge across the water. One of us will stay with the babies and watch them, and the rest of us must catch hands and stretch out across the water until we reach the other side. None of us can fall, because we will all be holding hands. That will make the finest kind of an ant bridge, and then the nurse who has been left on this side can walk across the bridge and bring the babies."

Well, all of the nurses said they were willing to catch hands and help make the bridge, but not one of them would stay behind and take care of the babies, and then bring them safely across the bridge—all of them said they were afraid to do that, because they might tumble in the water, and let the babies fall, too.

There was one little ant that said she would do it whether she was afraid or not, because the night was coming, and the red ants would be worried about their babies. You know the name of that brave little ant without my telling you. So all the other nurses put their babies down by Bright-Eyes, and then they all caught hands and reached out across the water, floating about until the end ant caught on a little blade of grass on the other side—she held tightly to it and the bridge was all ready.

"Hold tight!" said Bright-Eyes, "here I come with my mistress' baby!" So she crawled across so carefully, and she didn't fall either. And then she went back and brought over another baby; and then she went back again and brought over another baby—and another,

and another, and another, until she had brought every baby safely across. Then she helped pull the nurses over, and everybody picked up a baby and away they went. And Mrs. Red-Ant was standing at the little round door waiting for them when they got home, and when she saw Bright-Eyes and the other nurses and heard about the little bridge they had made, why, she was very proud indeed, and said they were very, very smart little servants.

Circle talk, songs and games: If you came to a stream of water which was too wide to jump over or too deep to wade through, what would you do? I will tell you what Bright-Eyes did, when she came to water which must be crossed. (Story.)

Game: A bridge over a stream.

Gift: Third and fourth. To one child the third, next child fourth, etc. Build a bridge, two children working together.

Occupation: Drawing. Illustrate the story.

Fifty Dollars for the Best Kindergarten Story

THE KINDERGARTEN MAGAZINE will give fifty dollars (\$50.00) for the best story written by a senior in any training school in America.

Stories which may not win the prize but which are available for our pages will be paid for.

THE STORY CONTEST must be such as will appeal to the wholesome, normal interests of a sane and normal child. It should have point and pith, leading the child on and out of himself, leaving him with mind more alert, spirit quickened, and sympathies enlarged. It may express sentiment, but not sentimentality.

THE SUBJECT MATTER and the means of securing the above ends will be left entirely to the writer. The story may be purely imaginative or have a basis in fact; it may be serious or it may be comical, but language, general style and literary construction will be taken into account in awarding judgment.

For details write to Editor of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST, 59 West 96th St., New York City.

How the Country Is Carried to the Children of New York

SIBYL WILBUR

WHEN spring bursts into bloom in New England it brings to the happy children of Boston the song of the robin, the deep green of waving trees, the purple of lilacs and hanging clusters of wistaria, and the rich, deep fragrance of honeysuckle and wild currant blossoms.

A short car ride will take the child of Boston's city blocks out to the green fields of Franklin Park, to the pond in Jamaica Plain, where are the swans and the ducks and the wild geese nesting in the little islands, or to the wonderland of Nurembega Park.

In New York City street after street for miles and miles is walled with tall brick houses and paved with cobblestones or asphalt. When summer days arrive the New York children swarm in these streets by the thousands. They play their games on the pavement and are as happy as may be with skipping ropes, roller skates, dolls and marbles. But they see no growing green things, and the only bird they know is the hardy little sparrow of the gutters. As for sweet odors of summer, they are not even guessed at where the ash and garbage cans stand by the area entrances often all day without being emptied.

It is very hard to live in New York in the summer time, and the newspapers say that everyone is out of town. But if the children are nobodies in the smart gossip of town tattle, they are gloriously in evidence all the same. From the Bronx to the Battery they simply swarm through the streets—in New York there is no other place for them—and, beholding them dancing and skipping here and there after the hurdy-gurdy man and the man with the penny pots of ice cream, sitting on the curbstone or half-way down basement steps, singing the ring games on the curbing, scurrying from under horses' hoofs and motor car wheels, one feels that they are the flowers of summer in New York.

Catch that refrain of the game they are playing down in Grand street. It goes:

"The farmer in the dell, the farmer in the dell;
Heigh-ho! fal-de-ro, the farmer in the dell."

Where in the name of wonder did these little tots learn any-

thing about a farmer in a dell, and what do they think a farmer is? Stop one of the children and ask him.

"A farmer is a man what lives in the country. The country is by Central Park and Coney Island. I've been to two countries."

"Who taught you the song about the farmer?"

"Teacher in kindergarten. Look out! Here comes the Rat and I'm the Cheese you know," and away scampers the boy with another child at his heels, just missing the street car fender by a flash, and giving the motorman one of those thrills which make street-car driving an ecstasy of frenzy in the cross streets of Manhattan.

There are something like five hundred kindergartens in New York, and about 15,000 babies in the kindergartens. The task laid upon the shoulders of the regiment of young women who have charge of these babies in the public schools just at this time is to bring something of the sweet joy of spring and summer to the tender little grasping hands, the bright, eager eyes, and the baby hearts of that great city. Dr. Jenny B. Merrill, the supervisor of kindergartens in the boroughs of the Bronx, Manhattan and Richmond, has among her corps of workers some young women who are geniuses of landscape gardening on a miniature scale, and artists with crayons. And this is how they accomplish some charming results.

In Ludlow street, at the corner of Grand, the public school kindergarten is in one of the most crowded and congested districts of New York. The windows of the kindergarten are converted severally into a farm and a frog pond. A blackboard on a level with the children's eyes is covered with a beautiful crayon sketch in deep greens, with dashes of various other colors, representing a beautiful country home with gardens and roads, and a mill by a running stream. Day by day the children study the farm scene and watch the plants that grow in the window gardens. They learn little songs about the birds and the squirrels, the rabbits and the frogs, and by and by, on some wonderful morning, they make an excursion to Central Park and realize the supreme happiness of seeing and hearing and smelling the sweet Nature life they have learned about.

The frog pond in Grand street is the object of devout attention from nearly a hundred babies. There are two classes in the morning and two in the afternoon, and the children can hardly wait from day to day to get back to that window to see what has happened in their absence over night.

The window seat is perhaps two feet deep. Into it is fitted a

pan filled with sandy soil and a few large rocks. Ferns, large and small, are planted luxuriously, and a few little blossoming plants—a violet, and a lily of the valley with its odorous white bells. To see the children point that out with triumph and a dilatation of their eyes is to enjoy a true thrill of happiness. In one end of the little woodland jungle is a hand basin of water sunk into the soil. There are rocks in this also, and some tadpoles swimming about. From the thicket of ferns suddenly jumps a green frog. How the children laugh to see the visitor start!

"Teacher got 'em. She went by the true country like the picture on the blackboard, an' she lay down by the water in the ferns and caught the frogs in her hands. In the night they sing like birds, frogs do. But we can't never hear 'em, cause we're all home then."

So the children explain as they peep over the edge of the garden of delight and watch the tadpoles grow their legs. In the other window is the farm scene. Here the children have planted grass and made roads and fences and little pasteboard houses. They know about the good farmer and the bad farmer—the latter is the one who leaves the gate open and lets the pigs and chickens into the garden.



THE COUNTRY "FOR FAIR" IN GRAND STREET SCHOOL, NEW YORK

This is a kindergarten song and a great game, for some of the children impersonate the animals of the farm and run into the open gate, after which the farmer arrives and chases them all out. In the hurry and scurry and mad fun no wonder they learn to know the "Farmer in the Dell."

Miss Archer, who is the gifted young woman in charge of this Grand street kindergarten, tells a very moving story about the visit of her children to Central Park. Most of her babies are Jewish or Italian children, and the quaint dialect is faithfully reproduced in Miss Archer's account of the trip. She says:

"Arriving at the park the party proceeds to the summer house, 'a crazy house what's all doors and windows,' as one child expressed it. Here they eat their luncheon. While they are sitting there enjoying the flower-scented breeze, the waving trees, the sunshine on the grass (and as Miss Archer does not attempt it, one may suppose there are no words to convey the rapture with which they silently drink in this beauty), a butterfly flits by, the first butterfly the children have ever seen, excepting the one which came out of the cocoon in the kindergarten room. A bold little sparrow comes and picks up the crumbs of their luncheon. The delight of the children is increasing each moment. They do not even see sparrows in Grand street!

"'Oh, Miss Archer, look by the squirrel!' And sure enough, the rustling of paper bags has told the little animal that peanuts must be near. The children have never seen a real squirrel before. A picture has had to suffice. But now they may all have the pleasure of giving him a peanut, though a little frightened perhaps for fear those sharp teeth may bite.

"'Look, Miss Archer,' says Mary Kaufman, 'Jennie Schmocker she hides yet peanuts up her sleeve and lets the shells by the walk. We should the dust-pan and brush have for her brung so she should clean up all what dirt she makes.'

"As they go down the stone steps they get their first glimpse of the lake, and the children exclaim:

"'It's a for sure pond, and, oh, Dora, it should be a fair (real) duck is on it!'

"The 'fair' ducks are not a bit bashful and respond to the call of the children with joyful quacks as they wade out of the water through the tall grass to eat the crackers proffered by the children.

"Sammy Bassovitch, come back here; do you wish to be drowned?"

"'Oh, Miss Archer, please let me to catch a duck,' pleads Sammy. 'I want to see how he gets by the water, so if he walks in or flies in or swims in.'

"When the children see the swans they call them rubber necks, and the willow tree, with its long, waving branches, becomes a May-pole for them, only it has more strings. In the kindergarten they have studied a little about birds, and the robin is well known by song, story and picture; but the shouts of glee when the children see a 'fair' robin running on the grass and picking up a 'fair' worm, so frighten Mr. Redbreast that he flies up in a tree. Without any suggestion from the teacher these babies of the kindergarten instantly begin to sing:

"'Little Robin Redbreast, sitting on a tree,
Will you sing a pretty little song for me?
I will stand and listen; I will keep so still,
I will be very much obliged if you only will.'"

And Miss Archer adds that it sounds incredible, but every set of children that has been taken to the park by the kindergartner has done this same thing. And the robins must have been instructed be-



BUILDING A FARM YARD. IN BELLEVUE HOSPITAL

forehand by the good fairies just what to do, for they have sung a song in return every time.

It is one of the sad things about the visit to Central Park, New York, that the children may not run on the grass all they want to, and pick the beautiful flowers they see growing there. They can hardly resist the flowers, but they have a wholesome fear of the policemen, whom they learn to know in New York as one of the first and most awesome persons in the world. So they invariably gain the impression that the park is after all not the true country, the place where teacher goes and gets the flowers and the ferns and the frogs. And they beg to be taken to the true country some day.

Down in Henry street, at Public School No. 1, the kindergartner, Miss Orcutt, had just finished giving out some flowers to children on a recent afternoon. The kindergarten children of a school in the Bronx had been out in the beautiful Bronx Park and gathered buttercups and violets in great masses and packed them in cool moss laid in large boxes, and sent them down to Chatham Square. The children had been warned not to squeeze the stems, but to hold them loosely and take them home and put them in dishes of water. As they ran home with the little yellow and purple flowers they talked excitedly :

"I seen lots and lots of violets what are made, but these are so sweet you dess want to kiss 'em."

An extension of the public school kindergarten system has been made to take in Bellevue Hospital, the great pile of masonry in East Twenty-Sixth street not far from the East River. Here, in Ward 7, are gathered the convalescent babies, the children of the poor, who have been hurt in various accidents in the street. Some have been run over, some have had skulls fractured by falls from windows and down dark tenement house stairs, some have had strange mishaps, as one little fellow who ran to a fire and got in the way when a hose burst. He was knocked down by the force of escaping water and nearly died from shock. Some of the children lie in the white cots with their limbs in plaster casts, while a few are up and about, hobbling on crutches or wearing bandages.

But the joy of the kindergarten games makes them forget for awhile their aches and pains. The circle is made and the stories told, and the children in the cots join in by tossing the bright worsted balls. At the little tables the tots build the farmyard fence with pegs stuck in boards, and build the farmhouse and barn with the small

blocks. They, too, have a little of Nature study, and nothing gives them more pleasure than to draw with colored crayons the flowers that are brought to them.

The kindergartner, Miss Van de Venter, had provided a violet plant—roots, leaves, blossoms complete. It was laid on the table all fresh from its bed of moss, and the children studied it awhile in silent admiration. Then two little fellows were delegated to get the necessary crayons to draw this beautiful plant. They brought green and purple pencils. But a little girl cried out:

"Teacher, I can't make it unless I have the other color. It's feet are brown."

The third color was supplied and the children fell to work. Some of the sketches were crude indeed, but the sketch of the little girl who saw that the violet had feet was exquisitely impressionistic.

The country is brought to the New York children not only in the growing ferns and flowers, but also in animal life so far as possible. Dr. Merrill is much interested in watching the development of the baby school children through association with the "Bunny,"



PUTTING THE PIGGIES IN THE PEN. IN BELLEVUE HOSPITAL

which for the past two years has become a common pet in the kindergarten, being allowed the freedom of the room. She declared this little creature changes the entire atmosphere of the place, bringing a distinct sense of happiness and tenderness. Sometimes the pleasure of the children in this little creature is increased by being allowed to take it home for over night, going from one tenement to another. In this way many parents have been led to have a pet of their own, and the influence of the rabbit has been marked. A child reported: "Everybody played with Bunny,—even papa stayed at home."

Plan for Two Weeks in September*

CAROLINE W. BARBOUR.

GENERAL SUBJECT: Family life; illustrated by our own families and the families of our "own familiar friends," the dog, cat, horse and cow.

MOTIVE: To appeal to the new children's immediate interests in their home surroundings and in animals, thus linking their familiar, every-day life with that of the new kindergarten living.

Froebel says that the child sees "mirrored" in animal life his own family experiences, and thus gains, *indirectly*, a fuller idea of what mother-love and fatherly care mean to him. Thus the circle of his own life will be widened if he lives more fully in the larger life about him.

Two phases will be worked out together:

Social phase.—Our family, father, mother and baby. Our vacation good times together; our work together in the home and store.

Nature phase.—Our animal friends, their babies, and how we care for them. Observation of September out-of-doors—bees, grasshoppers, birds and flowers. *Weather.*

Games.—Guessing games for drawing out and individualizing children. Dramatizing "The little kitten goes 'Meouw'," "Six little puppies in a row," Little Miss Muffett.

Rhythm games.—Continue the simple marching, skipping and running movements. Use skipping game in "Characteristic

*This plan belongs properly to the program of last year but was not received in time to be used in September number. We give it now to complete the series.

Rhythms No. 1," Anderson. Heel, toe, run, run, run. Clapping to music. Animal motions; running like cat and dog; galloping, racing, etc., like horse. Hopping like insects.

Songs.—"Sunshine Song," Gaynor, No. 1; "I went to visit a friend one day"; "This is the way we wash our clothes"; "The little kitten goes 'Meouw'," "Six little puppies in a row," Niedlinger; songs recalled by older children.

Stories.—Use preceding repetitional stories. Old Dobbin (told in a repetitional form), Mother Goose Rhymes, Lollipop Poems, Going to School, O. M. Song.

TABLE WORK. September 18 to 22.

Special subject.—Our family, father, mother and the children; all the good times we had during vacation. This will lead to spontaneity of expression as well as of interest, in telling of traveling, excursions, camping out, or the various ways in which even city children get a whiff of the summertime. For the Nature side, we will take the dog and her puppies and their home in the kennel. Also observe all the Nature signs out-of-doors.

Suggestions for table work.—Making tents, boats and merry-go-rounds, dog kennels, with cut-out dogs to put in them. Constructing railroads, street cars and boats with small blocks, or with large blocks on the floor. Continue with a great deal of free play.

TABLE WORK. For last week.

Special subject.—Mother's work in the home; father's work at the store, and our share in all the home activity. The kitten in the house, and the big horse which helps deliver goods from various kinds of stores, etc., fit in naturally here. Make a great point of any Nature objects brought in by the children. A definite concept gained at the moment of voluntary interest in the real thing helps out later on, when perhaps we have to depend upon less concrete illustrations. (These suggestions can be used for two weeks.)

Suggestions for table work.—Construction work: wash benches of boxes, tubs of ribbon bolts, and washboards of corrugated packing paper. Clothes racks of cardboard modeling paper, on which paper clothes, folded or free cut, can be pasted, "hung out to dry." Cardboard dustpans and toy brooms made of sticks and slashed newspaper. Sewing cheesecloth dusters. Or,

Barns for the horse and cow.—Folding introduced as *ironing*. Clay, making kitty's saucer, etc.

Art Work in Kindergarten and Primary Grades

ROBERT DULK.

Blackboard Illustrating

NOT long ago a well-known cartoonist was advertised to draw cartoons on the stage of one of our popular theatres. It was the writer's good fortune to be present on one of these occasions and share the enthusiasm of a large audience.

With a few quick strokes the artist depicted a little child, a few more dashes and youth was illustrated, again a deft manipulation of the crayon and man, in his prime, was shown; till finally old age was represented tottering to the grave. So quickly did this artist make the transformations that they fairly seemed to grow before one's eyes. Not only did this cartoonist hold the interest and attention of a very large audience, but he increased it as his work progressed.

Had the artist simply explained to his hearers how the various stages of the growth of man might be illustrated, it is questionable if he could have held his audience long enough to have spoken but a few sentences. Thus the value of story illustrating for any purpose is strongly pointed out, and particularly is this true in its application to the kindergarten and primary grades.

The possibilities of a piece of chalk and a stick of charcoal are indeed surprising, while the results obtained after a few intelligently directed efforts will be apparent to even the merest beginner; and, if the teacher will earnestly follow the hints given in these articles, she will acquire a valuable asset to her usefulness, and perhaps have gotten not a small amount of pleasure out of her experiments.

Most teachers make the mistake of drawing with the point of the chalk; that is, making an outline and then filling in. This is entirely wrong. To make a blackboard drawing effective it must be simple, not labored, and this rule applies to free-hand drawing of any kind. Begin by breaking a piece of chalk in half, and with a steady pressure using it flat against the board, draw stroke A, making it about 8 inches long. To get the variation in width, place the chalk just a little off from the horizontal and with each stroke hold it a trifle more oblique until the chalk finally rests perpendicularly against the board. Practice both the perpendicular and the hori-

zontal stroke. Next try stroke B. This is useful in making elliptical forms. Stroke C is apt to prove more difficult than any of the others, but with a little practice it can soon be mastered. It is made by hold-

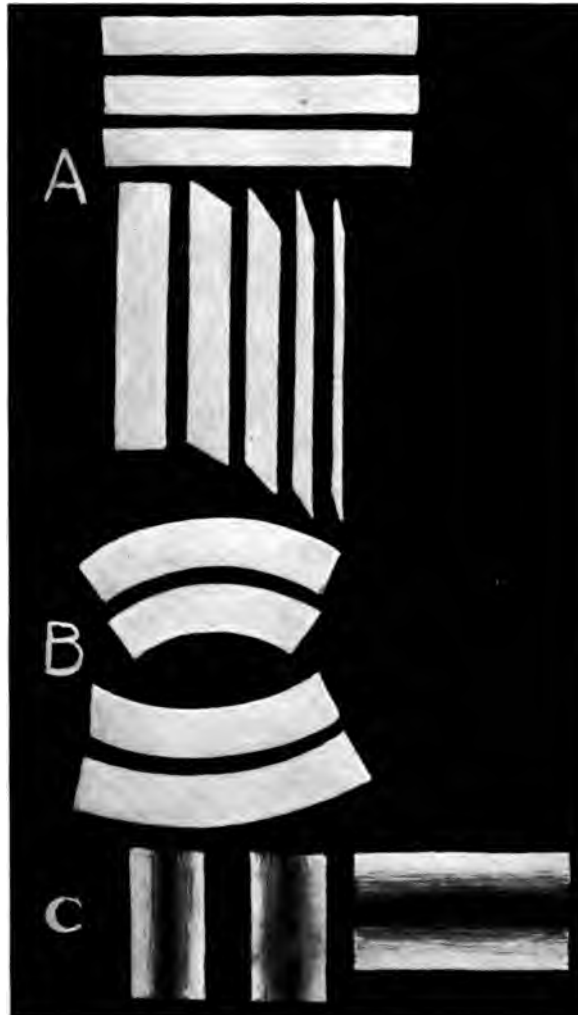


ILLUSTRATION 1

ing and putting the pressure near the end of the chalk. This will produce the gradation effect, and is used in all cylindrical objects, such as the tumbler, flower pot, candlestick and trees.

taken to have variety in the strength of lines, thus the part of the ellipse farthest from the eye should be soft and subdued, while the edge nearer the eye must be strong and crisp. Use stroke C and blend together with the horizontal stroke A. This done, take the point of the chalk and with a few crisp touches put in the rim and



ILLUSTRATION 4

the sides, and your drawing is finished. Pursue the same methods in drawing the flower pot. In drawing the candlestick begin at the base, then put in two C strokes for the candle and shaft; follow these with the other details, and lastly point up the drawing to get snap and crispness.

We now come to the group of apples. This drawing, to the untrained eye, may appear rather difficult, but in reality it is very simple. Begin by laying in the plate with the C stroke, then with a small circular movement put in the apples with the same stroke. Now accentuate your drawing by putting in the stems and the strong touches on the plate and fruit. It might be well to practice the circular C stroke before drawing the group.

The illustrations in this and subsequent articles are from photographs taken directly from the blackboard, and while it is well to

A Morning with the Kindergartners Studying at the New York University Summer School

WE spent some hours of pleasure and profit this summer at the New York University Summer School at University Heights, New York.

The University has, in the first place, an exceptionally beautiful location for a campus within the limits of a large city. The grounds (25 acres), from the high ridge which they occupy, overlook the Harlem River, the Palisades of the Hudson, and Long Island Sound. The sense of elevation, the wonderful green of the sward, contrasting with the darker greens of distant trees, and the faint blue of those which were more remote, all combined to make music for the eye, to which the heart at once responded in silent song.

The Hall of Fame, thru its openings of circular colonnade, presented a series of lovely pictures changing at each step.

The Hall of Fame, indeed, is entirely different in plan from the vague picture which we had been carrying in mind. It is an open colonnade, with places in the low stone wall between the columns containing the memorial bronze tablets to those great ones whom the nation delights to honor. There are no statues or busts. Simply these beautiful, simple tablets, with the name of the man and a well-chosen selection expressing in beautiful language the service for which he stood. Authors are assigned to one particular area; inventors to another; statesmen to another, etc. The very simplicity of the idea and of its execution makes its great appeal to right feeling. Especially is one inclined to rejoice when thought flies to London and Westminster with its many monumental atrocities.

At the Summer School the kindergarten faculty was composed of Dr. Jenny B. Merrill, Ph.D., Director of Kindergartens in three of the boroughs of New York; Miss Ada Van Stone Harris, of Rochester; Miss Harriette M. Mills, of Teachers' College; Miss Luella A. Palmer, Kindergartner in Public School 94, Borough of Manhattan, and Miss Maude Lindsay, author of *Mother Stories*.

Miss Palmer's discussion with her class upon certain phases of art was of great interest. Various ways of using sand were considered, the main point made being that it should not be used for developing notions of form and number, but as a medium of expression for the child's ideas.

Some very interesting examples were shown of children's sewing on cards. In this case there had been no previous pricking of the cards. The children had made the holes as they sewed along. This afforded really excellent eye practice in correct measurement and right placing, and serves to show that the usual preparation by pricking is a source of confusion rather than of aid, and is a hindrance to complete free expression. The children had sewn straight lines for soldiers, and distances must be right or the soldiers did not stand straight. They made sets of two parallel lines for car tracks, etc. Some had made chairs, tables, beds, etc., and in each case it was instructive to see how much genuine training there was of eye and hand. If cardboard sewing is used at all this is surely the most educative method.

Miss Palmer, however, is not a warm advocate of card-sewing under any conditions.

Miss Lindsay followed Miss Palmer in a class giving some very acceptable suggestions upon the subject of story-telling. No one but would agree with her in her statement that to be a good story-teller one must be saturated with the knowledge and feeling of the best literature of all time. She advised a little reading from the masters of style and thought each day, and especially recommended the reading of good fiction, which was so admirable in developing imagination, and sympathy with the lives of these in other than our own immediate circle. Familiarity with the great literatures was the best preparation for the study and understanding of the apparently simpler stories which we told to the child. With imaginations kindled by acquaintance and love for the masterpieces we could analyze and appreciate and interpret the imaginative tales we give to the little folk.

Miss Lindsay told the four steps by which she prepares herself for telling each story and which brings one to realize that the artist in story-telling, as in other branches, is not born but *made* by earnest, consecrated work.

Dr. Merrill then led a class talk upon kindergarten training schools and the subjects the curriculum should cover, and also gave an interesting explanation of the kindergarten exhibits displayed, most of which had been on exhibition also in Milwaukee.

Dr. Merrill spoke of the gradual raising of the standard of qualification for the kindergarten student, and voiced also her belief that in a democracy, school supervision should be democratic in

character. She said that superintendents were consulting more and more with their principals, and were more and more appreciative of the value of the practical help they could be, being in more direct contact with children and school conditions.

The kindergarten director in the same way should encourage her assistants to offer any ideas that may occur to them, and to co-operate with them in attempts for improvement of any kind. Exchange of ideas could be accomplished admirably thru exhibits.

The exhibits shown were in form of charts largely. Some of these showed specimens of elementary work, some of advance work, and some were arranged to show progression in work.

One of these illustrated the progressive use of scissors. The first step was perhaps mere snipping of paper to give practice in use of scissors, but this could represent snow, to be afterward drawn away in small carts. Table-cloth and towel were fringed; narrow strips of paper were cut to be pasted into rings. Snow-men were cut out of white paper; also lantern, balls of snow, mother, father and child, house with window, Old Woman Who Lived in the Shoe, Humpty Dumpty, Three Bears, their beds, etc., postman, fireman, fruits, trolley, etc.

The child's interest and effort can be encouraged by telling him to watch and see what the teacher makes out of one or two cuts. A flag, perhaps, is the result; or a chair, or table. It is important that the children image clearly before they begin to cut. Hence the subject must be something they know well; otherwise the work is mechanical. Let them occasionally fold the paper, make cuts haphazard, and open out as a surprise cutting.

In making paper dolls it is best, for the sake of retaining a full image, that the paper be not folded, but each side be cut separately. This may not turn out to be very symmetrical, but the method is more educational.

Some good examples of tearing were dolls, marbles, a marble bag, pictures of tops, child rolling hoop, and animals torn double so as to stand.

Miss Palmer suggested that tearing was less difficult if the paper were placed upon the table and the tearing were done against the finger.

With regard to sewing it was suggested that now that sewing was done so much in the primary, it was better to drop it in the kindergarten; that, as well as the old mechanical drawing, which was

also done later in the grades; the kindergarten had enough resources without doing those things which were better executed when the child was more developed. Some examples were shown, however, of some things put together with the over and over sewing.

Some examples of line work with the brush were shown and the question raised whether with color it was not better to cover a surface rather than make the lines. The best way to secure the correct use of the brush was also discussed.

Miss Merrill drew attention to a photograph showing how the children made use of the Christmas tree after it had served its purpose as a joy-giver at the usual holiday festivities.

Another one showed how the children hunted for nuts concealed beneath the leaves previously gathered and strewn upon the floor. A miniature coal mine was also shown.

A word was said about sense games and the danger of making too much of them, since the use of the special sense should always be subordinated to thought.

Then a talk was given upon the various kinds of training classes. It was told how, originally, one person taught everything and, in the case of Mme. Kraus-Boelte, with significant success, she being especially gifted, however. But even she had now affiliated her school with the University of New York in order that her students might get the broader outlook that comes with association with those who represent the higher education.

As more and more college women enter the ranks of kindergartners the character of the training school must change somewhat. The college bred woman does not need to go over many of the subjects which are absolutely necessary to the training of the high school graduate; or, if so, in a different way. Among the studies which the kindergartner, whether a graduate of high school or college, must know, are: 1. Physiology, psychology, hygiene, with direct reference to the child. 2. History, especially in its bearings upon education. English with reference to the "story." 4. Science, in form of nature study. 5. Music (and here it was good to be told that one school, at least in its voice culture, trains not only the voice in singing, but the speaking voice as well). 6. Play (and here reference was made to the need of a more complete practical knowledge of the body and of the instincts in operation as Dr. Gulick has been studying them).

Dr. Merrill also spoke with a smile of the need of study of the Parent, and asked where was that to come in.

Several new pedagogical books were named as important and desirable.

From the Editor's Desk

IN a letter to a New York daily a correspondent complains of the musical selections offered at the open air concerts of the summer school orchestra of a great university. It certainly seems lamentable that the Gracious Mother should offer her children the common stuff reeled out by every grind-organ and cheap music hall when there is such a long list to draw from of music that is both popular and good. In the warm summer days after hours of study one wants music that is light, refreshing, melodious, cheerful; but all this can surely be secured without catering to the taste of the least musical of the people. A great educational institution even in its moments of relaxation should stand for something better than ragtime. It has been demonstrated again and again that the people do like the good in music when given a choice, and it is well known how Theodore Thomas succeeded in Chicago in creating and establishing a discriminating musical taste. It ill becomes a university to cater to the supposed desire for the ephemeral music of the day.

Some one has suggested that it is the part of wisdom not to read a new book till it is a year old. Why would it not be good to apply this rule to music and not give a tune till tested by a year's demand? If people want the ragtime there are enough places where it can be heard without going to college.

If the college youth and the summer school students want the cheap music may it not be because their taste has not been guided in their younger years? It is a question for kindergartens to consider. Some kindergartners give their children at times a little of the common music with which they are so familiar, to dance, skip, or sing to. We would be pleased to receive some letters upon the subject, either for or against the practice.

Apropos of the above it is encouraging to read that the movement for establishing a theater in New York at which only the highest forms of the drama will be given, is well under way. The designs by Carrere & Hastings have been accepted. Plays both light and serious will be given, but all of a high order, and everything possible will be done to encourage good, creative work by American authors.

Apropos of the above is the assault in *Appleton's Magazine* by John Philip Sousa on what he calls "canned music"; the music rolled out by the automatic instruments so much in vogue. Now, as with other canned goods, does not much depend upon the quality of the things preserved? The canned music referred to need not necessarily be of the kind that is produced by playing on a tin can with a stick. It is contended by those who approve of these instruments that the great service they perform is to familiarize the listener with the beautiful, often complex compositions which many are debarred from hearing in concert or opera for one reason or other. In the case of music, familiarity does *not* breed contempt, but an increasing appreciation of the exquisite and uplifting.

It is a misfortune certainly if the multiplication of these instruments results in our becoming a nation of mere listeners, as in the case of the national game the majority are mere onlookers. But, having received our warning, let the teachers continue to train the children's minds, ears and voices in the schools, and if based upon the right principles and methods the children will themselves love to play and sing, and will know how to use with judgment the musical opportunities afforded by the Aeolian, Angelus, etc. But there is no time to be lost. The children will soon be out of school and in the shop or factory, where the din of machinery or the chorus of shoppers is the only music they hear.

ALTHO the editorial desk of THE KINDERGARTEN MAGAZINE has been removed from Chicago to New York, and altho the audience to be addressed is a more inclusive one, it is in the main the same, and the editors send a cordial greeting to the circle with whom for so many years have been maintained such happy relations. May there be the same mutual co-operation and understanding in the future as in the past.

A new school year begins. Once more the long procession of children takes up its march, or, shall we say its hop, skip and jump, to the happy child garden. May it indeed prove a happy and blessed meeting place for all, all thru the year. Success to one and all, remembering, in the words of an inspired teacher, that "however things may seem, no good thing is failure, no evil thing success."

Vital Questions of Interest to All

We give below a few of the replies received in response to a request that training teachers and others concerned with education send in such questions as they would wish to see discussed in our pages. As will be seen, the number and variety of such questions are not small. Others will be given next month.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST:

Permit me to thank you most heartily for your kind congratulations upon my appointment to the post just vacated by our great leader in American education. Thank you, too, for your courtesy in offering the KINDERGARTEN MAGAZINE as a medium for the putting forth of educational suggestions.

The question which you ask of me is not an easy one. I think no one would undertake with much confidence to say what are to be the most important problems in kindergarten education for the next ten years. So much as this, however, seems pretty clear: That the kindergarten will seek to adjust itself more vitally to the needs of the real children who attend the kindergarten; and that it will enter into closer co-operation with the primary schools. When we reach such a condition that the break between the kindergarten and the first grade of the primary school is no greater than the break between the second grade and the third, the usefulness of the kindergarten will, I think, be greatly advanced and its place in our educational system be rendered much more secure.

With hearty good wishes for the success of your magazine, I am, believe me,

Very truly yours,

ELMER ELLSWORTH BROWN,

Commissioner.

Bureau of Education, Washington, D. C., Aug. 1, 1906.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

Sincere congratulations upon the broadened outlook for our long valued KINDERGARTEN MAGAZINE. This closer association with general pedagogical writing will be a gain.

You ask what problem most appeals to me. There are two which always rise: first, the need of educating the public as to the true function of kindergartening. It seems to me a woful mistake for the city schools to put off the kindergarten stage as they do in St. Louis and elsewhere. I believe so thoroly with Dr. Harris that four years is the psychological period for entering kindergarten.

Here in Oakland our public school kindergartners are supposed to have forty children and no assistants. The attitude of school boards and superintendents will not be changed until the public knows the loss to their children. So I vote for strong articles that may be copied for the public good.

Second, there never was a time when kindergartens can be more useful in Sunday school work. The Sunday morning kindergarten has a large field of usefulness and is still too little known.

I wait with interest the new publication. Wishing you continued success, cordially yours,

GRACE EVERETT BARNARD.

Oakland Kindergarten Training Class, Calif., Aug. 7.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

Your plans are very interesting, and I wish the MAGAZINE great prosperity. I think the program has been overdone, and I wish we could have no more printed. I should be very unwilling to publish any of mine, as I think every person should have her own. I should like to see the question of the fundamental difference between the two schools presented in a philosophic way by those able to distinguish between a principle and a method. I should like also to hear the larger aspects of the kindergarten discussed in its relation to the home and its correlation to the school.

Yours sincerely,

LUCY WHEELOCK,

Castile, N. Y., Aug. 13, 1906.

Boston.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

In letter suggestions were requested as to the subjects to be discussed in Magazine. I would suggest the following types :

1. Reorganization of School Curricula from Primary thru to College, in order to economize time to better advantage. Young men should be able to begin their life work at twenty-one, instead of twenty-eight and thirty as is now the case.

2. Examinations of teachers holding diplomas and degrees from reputable schools should be abolished.

Yours truly,

Kindergarten Training School, Toledo, O. MARY E. LAW.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

In response to your letter I send some questions which are before me and which cannot be answered without taking all sides of a child's life into consideration. They are along the lines of art.

1. What is the right relation between the fundamental principles of "arrangement," "space values," etc., in the decoration of the child's work, and his freer exploration along illustrative lines.

2. What effect has the child's satisfaction in his own crude efforts on the "ideal" which is growing up within him? What place has habit here?

3. Is it not possible that the very young child's love of color can be satisfied by better means than the "daubing" which one so often sees? How many teachers really do *know* when they see an expression of feeling—of the child's individuality—in these so-called daubs, for only in these cases is the expression anything but harmful to the sense of color and form. In fact, I believe the two lines are necessary and natural, and are to be fostered, but I think that children are taken for granted too much, that we think they are getting what we think they ought to have, when many times they are *not* doing so.

ALICE H. PUTNAM.

Froebel Association, Chicago.

Notes from the Field

Dr. Michael Anagnos, worthy successor to Dr. Howe, his father-in-law, died this summer, after many years of constructive work at the Perkins Institution for the Blind, Boston, of which he was superintendent.

Michael Anagnos was born among the mountains of Epirus, Greece. Having made the most of the educational advantages afforded by his native hamlet and by the High School of Janina, he entered the University of Athens in 1854. A radical in politics his brilliant mind and broad culture strove to serve his country thru the medium of journalism. In 1867 when Dr. Howe revisited Greece, he met the young man and was so impressed by his genius for hard work, both intellectual and practical, that he invited him to come to America, where he gave him a position in the Perkins Institute for the Blind Children of New England. In 1870 he married Dr. Howe's daughter, Miss Julia Howe.

Having a natural aptitude for administration, the institution under his later management grew very rapidly in property and resources. It was thru his efforts that the departments for younger children were opened, among them the kindergarten. His work for the blind reached in many various directions, including the extension of printing and the accumulation of libraries for the use of teachers of the blind and for the acquirement of musical literature.

Dr. Howe's work with Laura Bridgman has been continued in that accomplished with Helen Kellar and Elizabeth Robin.

Always loyal to his native country, Dr. Anagnos has endowed the High School of Janina with funds that will make the road to learning less difficult for other struggling students.

We note with regret the death of Albert G. Lane, long active in the work of the public schools in Chicago and vicinity, and one time president of the N. E. A.

The Kate Baldwin Free Kindergarten Association, Savannah, Ga., Mr. George J. Baldwin, of Savannah, Ga., and his two sisters, Mrs. A. L. Alexander and Mrs. W. I. McCoy, of South Orange, N. J., opened in 1899 a kindergarten training school with seven young women and a kindergarten of forty children as a memorial to their mother. The faithful affection that expressed itself in this consecrated way has brought rich fruits. Year after year the training class has increased in numbers and the number of kindergartens has increased. Mr. Baldwin has always been a leading spirit here, inciting others to follow his lead, both by his example and by the proofs he gave of the good work done. Miss Martha G. Backus, who had done excellent work in Columbus, Ga., was first director of kindergarten and training school. Upon her marriage, Miss Nellie Rubel, of Louisville, succeeded her. Upon Miss Rubel's resignation to return to Louisville as assistant to Miss Patty Hill, Miss Susan Speed was called upon to follow her.

Associated with each kindergarten is a Mother's Club, five in all, and a Kindergarten Graduates Club, meeting monthly.

This year Miss Frances E. Newton, for many years associated with the Chicago Kindergarten Institute, Gertrude House, and the Chautauqua Summer School, and who has done such notable work in organizing the kinder-

gartens of Australia, and in stimulating public interest in the kindergarten on the island-continent, is to be the supervisor.

Those who have for so long been maintaining this good work by money and by personal enthusiasm see still larger opportunities in the future. With the new interest in educational matters which is now permeating the South this training school is at the threshold of a larger life, and all must rejoice that the many young women of the South who have heretofore found it necessary to seek far distant cities in order to obtain the best advantages, will now be able to avoid the time and expense of long-distance travelling and find what they want much nearer home and with much less cost.

We are in receipt of the class day souvenir of the training school of the Misses Law, Toledo, Ohio. Each member of the diploma class and of the certificate class had prepared a thesis upon some topic of kindergarten theory or practice, including among others, "The Social Law of the Kindergarten," "Organization of a Kindergarten," "Individuality," "A Nature Program," "Instinct or Insight," "Personality," "The Kindergarten Principles in the Sunday School," "The Philosophical Basis of the Kindergarten," etc., etc.

Miss Alma L. Binzel, who completed a course at Teachers College last June, takes charge of the kindergarten training department in the Stout Manual Training School, Menomonie, Wis., this fall, with a salary of \$1,500. Miss Binzel is a graduate of the kindergarten department of the Milwaukee Normal School and held the position of kindergartner in that school for several years.

Miss Amalie Hofer, editor of THE KINDERGARTEN MAGAZINE, 1892-1901, and till now a director of the Chicago Kindergarten Institute, is to be principal of the Pestalozzi-Froebel Training School, of which her sister, Mrs. Hegner, is superintendent. She will live at the Chicago Commons, bringing to this settlement the same inspiration which she brought to the University Settlement many years ago. Miss Hofer has been active in kindergarten work both in Buffalo and Chicago. She was a charter member of the I. K. U., was President of the Kindergarten Department of the N. E. A. in 1900, and a United States delegate to the Paris Educational Congress, 1900. Both by temperament and special studies along such lines Miss Hofer is specially fitted to present the philosophic side of kindergarten history, theory and practice.

Rev. David McConnell Steele addressed the graduating class of Mrs. M. Louise van Kirk, Philadelphia. The class motto was the beautiful one, "God hath His small interpreters." Class begins this year October 2.

Norfolk, Va., is an example of a Southern town that is showing much kindergarten enterprise. They have three free and one private kindergarten, and the kindergartners recently organized themselves into the Norfolk Kindergarten Club. They are not narrowed to one point of view, but have recruited their directors from various training schools: Mrs. Elliman's, of New York, the Savannah Training School, the Chicago Kindergarten College, the Chattanooga Training School, the Ethical Culture School, N. Y., the Normal Training Department, N. Y., and the Norfolk Kindergarten Training School. Miss Margaret King is president of the club and Miss Diana Neustadter is secretary.

The Texarkana, Arkansas, Froebel Association has established this year one private kindergarten with twenty children, a director and two paid assistants; some profitable mother club work has been accomplished, and the Public School Board has been aroused to deeper interest.

Philadelphia had this summer ten school gardens with 2,300 children, seven summer schools 2,500 children, and forty playgrounds with 10,000 children.

The fourth year of the Kindergarten Training School Department of the Moline, Ill., Public Schools, opens September, 1906. Miss Minnedelle George is principal; Gerard T. Smith is superintendent.

The Perry Kindergarten Normal School, Boston, Miss Annie Moseley Perry, principal, opens October 1, 1906. An important requirement of its course is four weeks' observation in primary schools.

The Froebel School of Kindergarten Normal Classes, Boston, Miss Annie Coolidge Rust, principal, is another training school which reaches out to the primary on the one hand and the mothers on the other, having courses for each.

Eleven vacation schools to the credit of Chicago this summer. Mrs. I. S. Blackwelder was chairman of the Vacation School Committee. One-page leaflets gave the name and location of each school, the car routes to reach them and the dates for excursion days—four for each school. This seems an excellent idea to prevent the disappointment of visitors who may take the trouble to go to a school only to find that all the birds—or shall we say all the busy bees—have flown.

We learn from Miss Anna M. Stovall, supervisor of the Golden Gate (Cal.) Kindergarten Association that the association lost in the earthquake tragedy its headquarters, the records of twenty-six years, the equipment of sixteen kindergarten classes, its library, and the fixtures of its normal class, and its two sets of *THE KINDERGARTEN MAGAZINE*.

Despite its loss, the association has established eight kindergartens in the refugee camps. Only four of its twenty classes survived the fire.

Some of the back numbers of the magazine it is impossible to obtain. If there are old subscribers who for one reason or another wish to dispose of their old copies, would it not be well to remember those who are maintaining their good work in the face of such discouragements?

The Bay View (Michigan) Summer School has had a very successful season. Charles E. Barr, Professor of Biology, Albion College, Mich., is president, and conducted some of the courses. Miss Edith Caldwell, of Chicago, conducted classes in china painting and decorative art, which were most delightful. Dr. J. Q. Adams' course on art was practical, simple and democratic to the core, relating as it did art to life. The kindergarten training class was in charge of Mrs. A. H. Putnam, of Chicago; Miss Mary L. Sheldon directing the children's kindergarten. Mr. J. H. Bretz did some fine nature work with the children, and Miss Andrus accomplished a great deal in construction and primary work. Miss Grattran's classes in public school drawing and Miss Anna S. Lagerman, of Boston, in her manual training, were both excellent. We are pleased to note that athletics was given a place in the course, including lessons in swimming, tennis, wrestling, etc.

The Federation of Churches in New York maintained twenty-three daily Vacation Bible Schools this summer, at a cost of \$7,000. The schools were held in church halls of eight religious denominations, under general direction of Robert C. Boville. The immediate work was in charge of seventy-five young men and women, college graduates. Up to August 17, 6,562 children had registered and 1,847 were in daily attendance. At the commencement exercises, August 24, the specimens of hand work exhibited showed that the Bible Study was reinforced by the work with the hands so enjoyed by the children. Surely the religious feeling can express itself in no better way than in these practical labors for the salvation of the little ones from the temptations of the street.

Book Notes

THE PHILIPPINE EXPERIENCES OF AN AMERICAN TEACHER, by William B. B. Freer. Those who may be heartsick when they read of how rapidly the saloon and worse has followed the flag into our temporarily annexed territory, will feel their pride of country reinstated when reading between the lines of this book they realize the generous-minded, open spirit, the many-sided capacity, the enthusiasm and genuine interest in their protégées, which govern the American patriot-teacher, who rejoices in having "an active, even tho a small share, in so magnificent an undertaking as the building up of an efficient school system."

The description of his travels thru various parts of the country by as many varied means of transportation, carabao, or water-buffalo, many sorts of native boats, human carriers, etc., gives at the same time a vivid picture of the country, the people and the many difficulties in the way of organizing and making to any degree homogeneous races now separated by natural divisions, by language and by custom, for people a few miles apart will seek a different dialect, and it is sometimes necessary to teach a class in which as many as three dialects are in evidence. But the people are eager to learn, and if we continue to send to them men of principle, of character, of such multiform ability that they can assume at will the many different rôles demanded by ever-changing circumstances, we will undoubtedly be able to create a strong bond between these child-people and ourselves, and little by little to prepare them for that self-government for which, however imperfect, all the Americans stand. It is genuinely inspiring to read of the skill with which new conditions are met and conquered, and the methods by which the young native men and women are taught to be teachers of their own very teachable people and of the confidence in the justice and good faith of the United States, which may be so surely established, if only all the Americans are equally just and consecrated.

Mr. Freer, however, must know little of his own country's frailties concerning child-labor, when he questions the feasibility of self-government by the Filipinos upon the ground of their system of child peonage. The system by which the parent will apprentice a young child to masters or mistresses, who may or may not be unthinking or cruel, is certainly bad in any country, but at this crisis America can not very well afford to cast any stones at her brown-skinned protégées. We have a few motes to take out of our own eyes first. If we accept this contention many a rich mill-owner of New England or Illinois would be deprived of his vote, "for absence of enlightened sentiment and for moral turpitude."

The Filipinos are eager to learn, and to become Americans as far as possible. As it is a rule of life that in giving we usually receive more than we get, so in giving these people the best of pedagogical teaching there is no limit to the new pedagogical truths which we may learn in so doing. Scribners, New York; \$1.50.

The two annual volumes containing the reports of the U. S. Commissioner of Education in 1903-4, the last to come from Dr. Harris, are at hand as usual clad in sober black. We agree with *Unity* that "It is a pity that official documents suffer so much from their sombre coverings and solid pages, for superficial estimate notwithstanding, much of the best reading current and a vase amount of valuable information are found within these gloomy covers and on these forbidding pages."

There are the usual statistics. We note besides a paper on the "Regulations Relating to Pensions and Insurance in All German Universities." Also digests of the School Laws of the Various States of the Union. An article on the University of Paris during the Middle Ages, by J. C. Hoyt. These volumes are certainly important books of reference.

SONG STORIES OF AUSTRALIA FOR LITTLE PEOPLE. Words by Jeanie G. Dane; music by Edith S. Walker. Scanning such a book one realizes that a

great deal of adaptation is necessary in kindergarten work, when one takes Mother Nature into account. In Australia, both fauna and flora are so different from our own that entirely new songs are required when birds, animal and plant life are considered. The first song in this book is called Christmas Bells, and is a song to a plant with red bell-like blossoms that flourishes in December in the Southern Continent. One perplexing title is "the Southerly Buster," which turns out to be the name of a breeze that springs up quite unexpectedly. The Laughing Jackass also has a song in his honor, and we recall the time in Central Park when we first heard this odd looking bird break out into his curious laughing bray. Such a tiny bird to make so loud a sound. The picture upon this page shows a row of the comical little top-heavy fellows perched upon the branch of a tree. Many pages are illustrated and the music is good. Australian kindergartners may well be pleased that they have a song book dedicated to their special needs. There is an appreciation by Miss Frances E. Newton, who has been in Australia for three years re-organizing and directing the work of the Kindergarten Association in Sydney.

An interesting little booklet and one that ought to appeal to those working with children in the Penny Provident Fund is published by the Royal Trust Co., Bank of Chicago. It is called "Animals that Save," and gives descriptions of those animals, birds and insects which have the foresight of reason or instinct to store away food for future use. Colored pictures accompany the text, and every effort has been made to have this accurate. Saving children would surely have a feeling of fellowship for these provident denizens of wood and field. Among those given are: The European Marmot, the Red-Headed Woodpecker, Canadian Beaver, the Dung Beetle, Digger Wasp and others.

CONTAGIOUS DISEASES OF CHILDREN. A manual for the Public Schools and the Home, by George Ellsworth Johnson. The causes, symptoms and precautions for seventeen diseases are briefly told in a convenient little pamphlet. Published by J. L. Hammett Co., N. Y.

THE VOICE OF THE STREET, by Ernest Poole. One's heartstrings grow tense as they read this story of the struggle of the street boy gifted with a wonderful voice, with the temptations of the street; its gush and fascinating hurry, its brilliant lights, its gambling and its ever-present get-rich-quick allurements. Kindly old Fritz, yearning, in spite of repeated disappointments, to retain his faith in the brotherhood of man is a portrait to rejoice in. With his sweet and womanly daughter Gretchen, who for a bitter while also faces the temptation of "the street," he finally wins Jimmie back to solid ground. While rejoicing in Jimmie's conquest of self and circumstance, one is consumed with a sense of the need to do something at once to save the innumerable other children in this city who are so near the brink of ruin. The pictures of sweet German home life, with their subtle influence upon the boy, are a lesson in the possibility of good environment. The writer, with rare skill, gives both the "voice" and the "street" an entity as never given before. One will never again thread the business thoroughfares or hear the thrilling voice of a trained singer without thinking of this book and the sense it brings of *noblesse oblige*. When the immigration question is under consideration, those who have read it will recall the introduction with its suggestion of the rich gifts of song and pictures which America may expect to receive from the second or third generations of these "millions now slowly rising, as their German and Irish immigrants rose before them." Is not this artistic feeling the very thing we lack—and should we not give to these Italians a warm and hearty welcome? A. S. Barnes & Co., New York; \$1.50.

LONDONER SKIZZENBUCH von A. Rutari. This delightful sketch book depicting London scenes and life with graphic pen pictures, is written by a German, long resident in London, and one who has learned to love the grimy

old world's metropolis as only the poet-soul can love the gray old city. It is interesting to see the great city thru German eyes. An appreciative spirit governs the writer even when at times his pen grows mildly caustic in its comparisons of German and English modes of life. We take a ride with him "Auf dem Bus," and dine with him at the old "Cheshire Cheese," and at Crosby Hall, where we learn just what that delectable English dish "battered toast" may be. A chapter gives a happy portrayal of the English "gentleman." The library of the British Museum has some loving pages dedicated to it. "The Speech from the Throne" gives a glimpse into Parliament. "*Blau'es Blut*" and "Cap and Apron" are the titles of other chapters. Business men will be interested in the chapter describing the advertising enterprise of London merchants and the Art and Artists of the city are outlined with a deft hand and a good-humored sarcasm here and there which does not prevent real appreciation of all that is high and worthy. It may be translated into English. Leipzig, H. A. Ludwig.

Those who have known and loved Mother Bickerdyke by reputation should read the series of articles by Mrs. Florence S. Kellogg, of Fay, Kansas, on "Mother Bickerdyke as I Knew Her," which are running thru *Unity*, Chicago, beginning with the July number. Mrs. Kellogg was selected by Mother Bickerdyke to write her biography. All G. A. R. men should be interested and all teachers no less, for here is a heroine worthy the love and emulation of all girls soon to be women.

GROWTH IN SILENCE, by Susanna Cocroft Pamphlet. One of six lectures.

CHILD-LABOR A MENACE TO INDUSTRY, EDUCATION AND GOOD CITIZENSHIP is the name given to the compilation of papers and addresses given at the second annual meeting of the National Child Labor Committee of the American Academy of Political and Social Science. It contains contributions from writers of National reputation, including Jane Addams, Felix Adler, Graham Taylor, John Graham Brooks, Mrs. Florence Kelley, Lillian D. Wald and others. Among the topics are: Child Labor in Southern Cotton Mills, Child Labor at the National Capital, Past and Present Arguments Against Child Labor, Child Labor in Coal Mines, A Study in Degeneracy, Organized Labor's Attitude Toward Child Labor, The Federal Government and the Working Children, A Business Man's View of Child Labor, etc. The question of Child Labor is one with which all teachers should be familiar in all of its aspects. This book, which looks at it from so many viewpoints, is one that should be in the library of the up-to-date teacher when it is not being loaned to her influential friends. Published by the American Academy of Political and Social Science, West Philadelphia, Pa.

Readings from the Magazines

The *Outlook* for August 18 contains articles of interest to all educators. "A New Phase of Industrial Education," by Mabel C. Barrows, and a brief one on "Foreign-Born Americans," by Jane E. Robbins, M.D.

The Reading Journey for the August *Chautauquan* takes us thru "Palestine" under conduct of Shailer Mathews; copiously illustrated. Sunday-school teachers will want it.

Good Housekeeping contains "Recollections of My Childhood" (in a Shaker community), by Sister Marcia. The lot of the Shaker child seems to have been a harder one than that of the Puritan. In the same journal we read of "Sammie, A Happy Little Boy," by Carolyn S. Bailey (descriptive of the Crippled Children's East Side Free School, N. Y.).

Little Folks tells and shows how Polly played when alone, making queer animals out of wild cucumber pods—Bertha E. Bush.

Robert Bennett Bean discusses the difference between the Caucasian races in an article on "The Negro Brain" in the September *Century*.

Pedagogical Digest Department

Some Current Problems in Educational Theory

E. N. HENDERSON, ADELPHI COLLEGE, BROOKLYN.

THE editors of the PEDAGOGICAL DIGEST will attempt, among other things, to review current progress in reference to educational theory, including conceptions of the function of education, of the part it should play in our social life, of the general method it should employ, and of the agencies that should concern themselves with it. The development of these conceptions we may expect to find illustrated in the rapidly expanding literature on educational theory, in the statements of leading educators and of public men concerned in education, and in the trend of educational policy.

The educational situation in the United States is unique. We have an insistent democratic temper, and altho we do not hear so much nowadays about the opportunity that every American boy has of becoming President, we are probably far more democratic in social organization than ever before in our history. This is certainly true in education, where our state systems of free education are so rapidly approaching in all departments the ideal of Horace Mann, i.e., that the public schools should be so good that no one would prefer the private school because of its greater efficiency. A democratic system of education is, however, a new thing in history, and it cannot be supposed that we have more than begun to realize the difficulties that it involves. Our traditional educational ideals and practices apply to a society composed of a governing leisure class who despised gainful vocations. Liberal education has meant since the Renaissance what it meant in classical antiquity, aristocratic education. Such culture, except in so far as it involved religion, was not shared by the masses. It is not until in modern times that reason and science have been so applied to commerce and industry that tradesmen and artisans have needed any training save that afforded by ordinary social intercourse, the merest rudiments of school instruction, and apprenticeship. The problem of reconciling this modern vocational instruction with historic liberal education has not been vital in the fairly well differentiated social systems of Europe. Industrial and commercial education has there engrafted itself very readily upon

the elementary systems designed for the common people. The secondary schools patronized by the upper classes have, for the most part, gone on their old way rejoicing. The two systems are distinct and designed for different orders in society, and there is no need of continuity between them nor of an unified ideal. Such a need is, however, in our society imperative. Naturally enough we have had the severest criticism of current secondary and even elementary education as impractical. Yet quite as naturally we have resisted a tendency to make them more commercial or industrial lest we interfere with that nobler sort of culture for leadership and leisure to which the American child's divine right of equal opportunity entitles him. That our country is especially far behind the advanced nations of western Europe in industrial education is due in no small measure to the fact that we have no exclusively industrial class. The problem that we have to solve,—namely, that of inventing a sort of universal type of education that shall prepare all for a vocation, all for citizenship and possibly leadership as well, and all for the enjoyment of cultured leisure,—this problem, we may repeat, is an unique one, and as difficult as it is peculiar. It may safely be said that we are fully as far from giving adequate training for leisure to the masses of the people as we are from properly preparing all classes for the vocations. Moreover, the issue of education for citizenship, so continually thrust before the public schools from the time of Washington and Jefferson until to-day, has not been met save as it has led to the study of somewhat prejudiced histories of our country and a few patriotic songs, of the words of which very few of us know more than the first stanza.

This problem of giving adequate liberal and adequate vocational education to all, and of making them suit the life conditions of to-day is, perhaps, our most difficult one. It is not made easier by the fact that in our age industrial and commercial conditions change so rapidly that all preparation must aim, to a very large extent, at the unexpected. It is a far easier thing to teach a child to conform devotedly to the customs of his fathers than it is to train him so that he may and will reverently and efficiently criticise and improve them. However, we have not shirked the attempt. At least we have been successful negatively. Exaggerated conservatism and reverence are not products of our school life. It can not be said that the habits instilled by our methods of training ever prove a serious bar to the ready readjustment of our people to new situations. If we are not

trained efficiently it is not because we are trained narrowly. Rather may it be said that, just as in our anxiety lest we interfere with the democratic rights of our children to do and be anything, we fail to make them either artisans or tradesmen or statesmen or cultivated men of leisure, so fearing that we may produce mere followers of rules of thumb, we wash out all the substance of definiteness from our training and fail to produce high grades of special efficiency. As a people it would seem that we are more characterized by ready adaptability to new situations than by supreme mastery of those that are familiar.

But our education can not permanently rest in negatives. We shall need to prepare for existing conditions as well as for those that are to come, and we have no choice except to search for a kind of training that makes for both mastery of given lines of work and freedom from the slavery that is so often coupled with such mastery. This new problem is without doubt a perennial one. The way is cleared for grappling with it by all those influences that recently have been at work to break down the conception, so long dominant in the history of education, that knowledge and art are worth while for their own sake. The cultivated man, we are coming to feel, is not the self-sufficient inhabitant of a select world of kindred spirits; of a Tennysonian "Palace of Art," but one whose supreme quality is *efficiency*. Education should aim at "complete living," at adaptation to environment. It should not separate man from the mass of his fellows, but should socialize him. Only that knowledge and that art that makes for the welfare of society and for the efficiency of the individual as a contributor thereto are really worth while. The current educational philosophy is pragmatic. Belief and knowledge, feelings and ideals,—all exist as bases for action. Nothing is that does not affect practice. With such a spirit in the air, can we expect that an educational system that does not attempt to prepare adequately for life conditions will long be tolerated? Yet, as a matter of fact, can it be said that we have on any large scale set to work resolutely to determine the relative value of our school studies as a preparation for life? So far our principal concern, where, indeed, we have felt any concern about practice, seems to have been to invent reasons to justify what we have, rather than really to test its adequacy. We have been far more inclined to defend our work than to judge it,—a tendency natural enough, no doubt, but it has kept us from perceiving the great need of scientific methods of criticism.

Here again we come across a vital problem of great difficulty. How are we to tell just how valuable this, that, or the other subject is for life? Especially is this true where the man's vocation may not be just what the child was prepared for, or where training is not for results to be estimated in money, but in social, ethical, and æsthetic values, or where originality and progressiveness are aimed at as well as capacity to do according to prevailing standards. Truly the psychologist, the sociologist, the economist, and the statistician will be put to their best devices to so connect school work with individual destinies that the exact influence of the former upon the latter may be clearly seen. Yet until this is done we have no conclusiveness, but only opinions more or less plausible, and it is certain that we must be able to transcend these or fail of the requirements of our pragmatism.

Another of the unsettled questions of American education concerns the extent to which the state should assume responsibility for it. In spite of the sociologist and the evolutionist we have not yet lost our 18th century distrust of the state. The doctrine of *laissez-faire* still clings to our policies, but its grip is perceptibly loosening. We are fast coming to realize how dependent the individual is upon society. Fear of the evil consequences of paternalism will certainly not permanently prevent the clear recognition on the part of the state that it owes to its people the nearest possible approximation to an equal distribution of educational opportunities.

Finally, we may mention the problem of moral and religious education. Until the 19th century these aspects of education were inseparable and central in every educational scheme. Sectarianism has excluded religion from the state schools. Shall we reconstruct for these institutions an adequate moral education independent of religion, or must we wait the death of sectarianism in order that both religion and morality may assume again their ancient position and relation in our public schools? It is not inconceivable that the outcome may involve a use of both alternatives.

The First and Second United States Commissioners of Education

Dr. Wm. Harris, United States Commissioner of Education, has just resigned at the age of seventy-one. By his retirement he is the first acceptor of the Carnegie fund. Dr. Harris has long been an unique figure in the educational world. No man living to-day has done more for the uplift of the school and educational thought.

Dr. Harris was always an independent spirit. As a scholar at Yale he was not pliable, and could not be tempered into shapes and models, and, though the true steel was there, it was intended to be bent and shaped under different methods; hence his withdrawal from Yale after a trial of two years. He then taught school till he went to Germany to study.

St. Louis was his next and larger field of action after his return from Europe, and there he spent twenty-five years as a teacher. Here he founded the first Kindergarten and published his "Journal of Speculative Philosophy," embracing all the ideas which the *Atlantic Monthly* had refused to publish for him. The seed thoughts after being planted and cultivated were harvested and found to be whole grain and good. The dissemination of these in other lands soon won an international reputation for Dr. Harris.

The Concord School likewise names him as one of its founders, while as a lecturer on philosophy and education no man is better known thruout the country.

Dr. Harris is another instance of what farm boys have done in the face of odds, not of birth, however, for an intellectual inheritance was his, but odds of surroundings. He was born on a remote, lonesome Connecticut farm, shut in from the outside world by a timber belt. It was a case of a lot of worlds shut out and a lot of light shut in. The "inward light" that Milton speaks of was keeping aflame the intellect of the farm boy, so that in later years he was well fortified to join the ranks of the intellectual procession of scholars, and be one of the strong hands to hold up the torch of learning to light others along its alluring way.

The news that Dr. Elmer Ellsworth Brown has been appointed Commissioner of Education, succeeding Dr. Harris just retired, is full of hope for the continuance of Dr. Harris' great work.

Dr. Brown has been for the past twelve years Professor of Theory and Practice in the University of California. His life work has been a fitting preparation for his new position.

After his graduation from the Illinois State Normal College in 1881, he was for three years the chief educational officer of the public schools of Belvidere, Ill.

Reaching out for greater educational knowledge he went to Germany and obtained his doctorate from the University of Halle, Prussia, in 1890. Two years after that he was on the staff of the University of Michigan, where he had formerly been a student.

In him the heart and mind qualities have each "been weighed in the balance," but not found wanting.

Dr. Brown is not on the plunging, speculative order, rather treading the same road in divers seasons and looking at its surroundings from all angles of vision before saying it was good to travel there. This fund of caution has served him in good stead. Every educational theory offered in this fertile age has been put to the test, pulled apart, and tried as to wear and tear before being recommended to the public. By this we mean that what he has said at the point of the pen will not miss its purpose. His writings, while not prolific, are dependable for the guidance of student and master.

Much of a personal nature could be said of him by those of us who know the man as he is; his full and ready knowledge of educational literature, of the hidden treasures of every library in the United States, his accuracy in matters of American educational growth, and his untiring care in verifying every source. But above all, his is the cheery, helpful spirit that responds to every desire for knowledge and for the true interchange of all the fraternal pedagogical amenities. We all would have kept Dr. Harris, but Dr. Brown is our choice as his successor.



Present-Day Problems in School Administration

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IN large measure the proponents of American free public education have attained the objects for which they strove in the 19th century. Education has become practically universal, including that of high school grade; its non-sectarian character is practically guaranteed; financial support is more and more willingly given; we have the beginnings of a true profession of teaching; and popular faith in the education of all classes is the admiration of our foreign visitors.

The system as a whole being on a firm footing, educators are now turning their attention to the perfecting of its parts. Laymen and the public are less disposed to manage the details and processes of education than formerly; the professional educator, the specialized administrator, the trained teacher—these must assume an increasing responsibility for processes and results. From the standpoint of school administration a series of well-defined problems confront the student at the present time, on all of which much patient work and experiment are necessary. Among these problems the following may be noted:

(1) The adjustment of the burdens of taxation. The school tax is a very large part of the tax paid now by state and community. But to perfect our education as it should be perfected will require much more money—money for better salaries, better buildings, industrial work, teachers' pensions, and other means of improvement. In many states the importance of these is acknowledged, but imperfect systems of taxation already impose too severe a burden upon productive industries. Few of our states have advanced beyond the stage of raising most of their money by a tax on real property, which tends to become a very severe drain upon industry. From the social point of view we do not spend much on education; on liquors we spend more than four times as much as for all public education; for tobacco twice as much; for advertising one and a half times as much; and in other profitless channels much more. Yet the burden for education falls mainly on a few forms of industry, which, in many communities, have reached their limit of endurance. Recent investigations of the economic laws underlying the incidence of taxation prove that a reorganization of the taxation

system in most states is an imperative necessity. Educators and other custodians of the public welfare through education must study and act in these matters.

(2) In many states it is necessary to greatly improve the systems of distributing school funds now raised. Especially is this required in the case of the rural schools. The state should secure to every fair-sized group of children full educational opportunities. Having attained this object, the state should also, in its provisions for distributing funds, tend to stimulate local endeavor, especially in cities, provided that can be done without fiscal exhaustion. The means and methods by which this can be done constitute at present important problems in educational administration. The system of most states is highly imperfect in this regard; in only four or five has a fairly acceptable system been developed.

(3) In those large cities where problems of taxation and finance have been somewhat solved, new problems naturally arise. Conspicuous among these is that of providing an adequate system of educational bookkeeping. Not only in matters of school finance, but in the matters of recording the work and results of municipal education are we deplorably deficient. The process of applying suitable statistical methods in city school systems is yet undeveloped. As a consequence, we cannot prove to the satisfaction of a man of business training whether our systems are economically administered; what proportion of children needing an education are obtaining it; what is being done with the physically incapacitated; what becomes of the children who fail of promotion or who drop out; or what is actually accomplished, in an educational sense, by the work, say, of the last two grades in the elementary school. In these and numerous other respects our educational bookkeeping is in a bad state; and much study and labor will be required to improve it.

(4) Another administrative problem at present claiming much attention in city systems is that of adjusting education more to individual needs. The graded system, periodic promotions, uniform courses of study, and the other mechanical devices necessarily developing in the mass handling of children have accomplished much good, but have involved the submergence of the individual. The sick child, the underfed child, the mentally peculiar child, the child of special tastes and aptitudes, the child of the foreigner, the child whose home surroundings have been imperfect—all these have been

the victims of the great school machine, whose gear and speed have been determined by the capacity average child. For these misfits the city school system may prove a veritable Juggernaut. Today a vast deal of sympathetic effort is being directed to the study of the means by which the system of education may more nearly conform itself to the individual. Special classes, flexible systems of promotion, modified courses of study, elective studies, departmental work, smaller classes, and numerous other devices are being tried. Many workers are now in this field, so we may expect some results ere long.

(5) In the better cities (educationally speaking) the problems of training teachers and of appointing those most fit have been measurably solved. Our knowledge here is far ahead of our practice. But in the matter of raising the efficiency of the established teaching force our knowledge of suitable method is yet small. The teaching force of a city is now a comparatively stable body. Permanent tenure and the likelihood of a pension system, combined with better salaries, make this possible. But because teachers are not subjected to the conditions of competition among themselves such as prevail among professional workers in other fields, there arises great danger that they will fail to advance themselves in their work. History is not unfamiliar with bodies of workers having a permanent hold on their positions and being advanced in an automatic way who have ceased to grow and have developed vicious bureaucracies. City teaching offers little opportunity for promotion from one rank to another; the chief promotion must be in salary. At present salary advances are based largely on length of service. The problem of utilizing salary advances as a means of raising the efficiency of a teaching corps is complex, but will have to be realized. In some cities experiments are now being tried. Teachers are advanced in salary, not on the basis of length of service, but on the basis of efficiency, as is the case in every well-conducted business. A premium is put on the teacher who has, or who produces in herself, capacity and educational productiveness. The chief difficulty at present is to discriminate among teachers as to this efficiency. Examinations are very imperfect tests of it, and the personal estimates of principals and superintendents in view of their own possible lack of professional capacity may be unacceptable to the majority of teachers. The problem will be much nearer solution when we shall have professionally trained school administrators.

(6) For all schools the problem of providing trained super-

visors of education is still an unsolved one. The chief official in the direct supervision of education is the school principal. At present he is usually some successful teacher of more than average personal power and character. Beyond this, at present, no intelligent demand can be made. There is no special education designed to prepare a school principal (at least in popular estimation), and as a consequence his actual professional training may be and often is quite inferior to that of the teachers under him. Furthermore, there is no widespread standard as to what should be the work of the principal. No special and well-recognized functions are conceived to inhere in the supervisor of instruction, the administrator of the course of study, the director of the professional growth of teachers. From some points of view there is no more serious problem in educational administration than that of developing standards and procedures for the work of the school principal, and the training of men and women to meet these standards. Many problems connected with the development of courses of study, the professional growth of teachers, the improvement of actual teaching, the advancement of teachers, and other departments of educational efficiency wait for their solution on the provision of professionally effective school principals.

(7) Finally, in this far from complete list of administrative problems in education may be mentioned that of providing industrial education. From the standpoint of curriculum unquestionably the next great advance in American education will be in the direction of making the public school, in all its departments, largely responsible for vocational education. The new demand, first felt in Europe and there already realized in considerable measure, is sweeping upon us with vigor. To meet this very real and justifiable demand we shall have to raise more money for schools, prepare hosts of teachers with new training, readjust our conceptions of the course of study, reorganize our school architecture, affiliate our schools with existing industries, and in numerous other ways break with many of our cherished educational traditions. It is small wonder, in view of the great changes to be made, that our educators approach the subject of vocational education with hesitation, even reluctance; and that so many of them delay the inception of it with specious arguments about the traditional functions of the public schools. There can be hardly any doubt that vocational education involves many of the most difficult problems which the administrator in education must face.

Notes and Comments

Interesting developments are promised from the new Educational law in Washington, D. C. Its main features are instead of a Board of Education of seven members, appointed by the Commissioners of the District, a Board of nine members is now provided, to be appointed by the District Supreme Court. The salaries of teachers are advanced, and provision is made for automatic promotion, with increase of salary. Various other changes are introduced by the new law, among them provision for hygienic and medical inspection.

Another feature of educational interest will be the working of Juvenile Courts. These should furnish some real information for the student of education, both from the psychological and sociological standpoint. Almost a score of such courts are now in active operation, and it behooves the student of education to transfer some of his time from the musty tome, and the soothing library, to the delinquent child and the juvenile court-room, where life is being really lived, and real work is to be done. Denver, Chicago, Washington, Boston and New York are among the leaders in this work. This magazine will inform the readers of practical results.

The forecast in the various fields of educational endeavor are found in this issue from the pens of the editorial committee. In a later issue the new school laws in France and Great Britain will be discussed. Prof. Snedden is on the ground in England, and a staff correspondent will report the working of the new bill recently passed in France.

The recent numbers of the German Educational Magazines are concerned deeply with the problem of unifying material and method in the great variety of schools of the Empire.

JUVENILE CRIME.

The *Outlook* August 4th has a timely article on the causes of juvenile crime. The author, Mr. Adams, knows whereof he writes. From the standpoint of social conditions, Mr. Adams places the following causes of juvenile delinquency:

- "1. Lack of proper home restraint and training.
- "2. The habit of truancy.
- "3. Lack of proper outlet for normal physical activities.
- "4. Social training in disregard for law and order.

"The lack of proper home restraint and training is proved to be the cause of such a large proportion of juvenile delinquency that it can easily be placed as one of the leading causes.

"Another cause that works with woeful certainty is the habit of truancy. The school must at least complete the training of the home, and in some districts it is compelled to supply it. When attendance at school becomes irregular and the street gains control or direction of the child's activities, the break with all that is good in the child's standard of living is close at hand.

"The truant child, however, begins early to throw off the authority of the school. Irregularities, excused at first by teachers and principals, soon become absences, and he gradually drifts away. The overworked truant officer can follow up only a few of these children at a time, and in those cases where the reported absences are entirely neglected, the child has learned to disregard and eventually to disrespect the law.

"The result is that the truant subsequently finds no interest in the school and naturally transfers his real interest to some other pursuit. During the school hours those who would prove the best companions are not to be found on the street, while those who are most shiftless and worthless among the older boys are to be found on the street corners, in the vacant lots or mysterious candy-stores. The truant's interests become common with those of a semi-vagrant class who have been born of similar conditions. Gambling, smoking, dime-novel reading, and lastly the organized depredations of the criminal gangs, are the natural outcome of such companionship. Repeated arrests, with immunity from punishment, have often made of such a boy a hero among his kind, and have secured him the position of a recognized leader.

"This defiance of the compulsory school attendance law is the first step in a long line of offenses, the culmination of which is hard to determine. The effect of the breaking down of this authority enters into almost every relation between the boy and society. A probation officer in the city of Chicago, who was familiar with the causes that brought children before the juvenile courts, said of the court in which he worked that almost every case he had had in that court 'had its real beginning in truancy.'

"The lack of proper places in which to play has worked sad havoc among the children of the city. It has taken from them their natural and lawful heritage, where the activities of the child life may find employment, and has given them nothing in its place. In the city, energy developed by the normal boy is diverted into channels foreign to its original purpose, channels whose tendency toward mischief and eventually toward crime seem to have been disastrous."

"The small part that heredity plays as compared with environment is shown in the fact that there is unanimous consent among those who have to do with the placing out of children that if a child can be established in a good home before he is ten years of age he almost invariably acquires the characteristics of the people among whom he lives.

"The laws of the last few years directed along the line of prevention have been numerous and positive. The child labor laws, which prevent the exploitation and provide for the education of the child, may seem at times to have worked a hardship to the family, but they have invariably stood for the best interests of the child. Tenement-house laws, demanding better housing conditions; more effective sanitary laws, requiring the examination and improvement of the home; health laws which secure proper care for the incapacitated—all these have tended toward the diminution of juvenile crime, for back of all there has been a social conscience which has not merely expressed itself in laws, but has made its demands an education for those who were partly responsible for crime's existence.

"Outside of law the constructive efforts have been still more direct and continually on the increase. The work done to render the school more attractive is one of great importance in congested city districts where school-houses have been opened at all times for those who needed recreational as well as educational advantages. Playgrounds and parks, giving an opportunity for the expression of legitimate activities, have almost revolutionized certain districts. Settlement clubs and church clubs have exercised a constructive influence little understood by the general public."

A novel discussion of the child labor, compulsory education and race suicide question is found in the July *Arena*, Wm. French, author. He makes no apology for an attempt, no matter how bold, to throw light on these absorbing topics:

"To properly feed and clothe and entertain the normal allotment of children would overtax the utmost earning capacity of the average family, today, demanding almost brutal economy, sacrifice and abnegation for the first twenty years of marriage—the vital twenty years of life. Celibacy is not indictable. Race-suicide cannot easily be made a statute crime.

"Child-labor laws to prevent these little ones from being put to the brutal tasks of bread-winners deserve all of the commendation they receive.

"Compulsory education is not so much to save the child as the nation, by making intelligently valuable instead of dangerously ignorant citizens. If we could add to them a law enforcing marriage and preventing race-suicide, the combination would result in 'a nation to be proud of.'

"At West Point and Annapolis lads are educated by the government that it may benefit by their intelligence in time of war, and when they reach the age-limit they are retired under pay for life if they have been good soldiers and sailors. Our public-school system carries the same theory toward all education at Government expense, but why should it stop short of *summum bonum*? Why should it not expand to its reasonable limit the theory of the greatest good to all? Why should not every child on being born and registered receive a salary as a servant of the nation, gradually increasing as his necessities increase, until his education is complete? No occupant of a desk in the executive offices is more essentially giving his time and energy for the best good of the nation than the child who faithfully prepares himself for good citizenship. Then at the age of retirement, in cases of necessity, the pension could begin again as a reward for having been a good citizen—upon ground as valid, surely as the continued pay of the retired officer."

Would it not be a feasible plan to reward with a pension after a certain age, every child that graduates from the elementary school, and a still higher pension every public high school graduate?

The suggestion in the article should provoke intelligent discussion of the question.

Dr. C. Schmidt, of Jena, proposes establishing a national public school by combining the various classes of schools through a uniform curriculum for the first years. The plan may be represented as follows:

HIGH SCHOOL

Scientific	Technical
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SPECIAL SCHOOL (MIDDLE SCHOOL)

Humanistic	Realistic	Technical
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ELEMENTARY SCHOOL

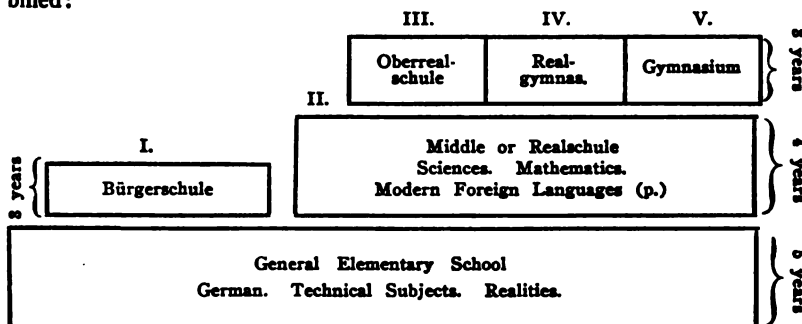
National Public School

"There are better prospects of a reform at present in the higher schools than in the public schools. The latter are placed at a disadvantage at the very outset by the elimination of valuable elements which are secured by the higher preparatory schools for boys, and to the middle schools (the North German meaning of that term). Consequently the public school becomes a school for the poor, because those classes in whose hands its fate lies are not interested in it for their own children.

"It is impossible to create a strong feeling of solidarity as long as the practice continues of giving those elements of culture, to which all citizens alike have a claim, in varying degree of perfection, to the different classes, thus, as it were, officially dividing the youth into patricians and plebeians.

"As an entering wedge of reform the Altona and Frankfort systems give a plan of combining the gymnasium, the realgymnasium and the realschule."

The following scheme shows how all classes of schools could be combined:



"To prepare the way for the general elementary school the caste schools must disappear. No permission is to be given for the establishment of private schools unless there be excellent reasons for the necessity. In respect to the financial aspect there would no doubt be a great increase in funds necessary through the elimination of tuition fees now paid to the preparatory schools and through an increase in cost by an improvement in facilities. But there is no doubt that as soon as the children of the upper class will attend the national school, the necessary funds will be forthcoming. The chief question, therefore, is: Will it be detrimental to the mental and moral development of the children of the higher classes to be associated with those of the lower? It is an historic truth that in the downfall of nations through moral degeneration, the process of decay always began with the upper classes and took a downward course.

"The following law may be formulated for elementary schools: For children of like age of all classes the common school is to be upheld as the fundamentally correct principle for social reasons, until the necessity for quantitative and qualitative differentiation of the different kinds of knowledge through the various aims of life demand the separation of corresponding special schools.

MIDDLE SCHOOLS.

"These schools could, in respect to pedagogical as well as social needs, fulfill a very important mission if they:

"I. Really constituted a Middle School between the higher schools and the public school.

"II. If their curriculum offered a sufficient and trustworthy foundation for general culture for the middle classes. . . .

The present organization of the various schools:

THE INDEPENDENT MIDDLE SCHOOL.

"The first three years being of the same value as the three corresponding classes of the public school, are a concession to caste. Most of them have only an eight years' course.

THE COMBINED MIDDLE SCHOOL.

"It branches off from the public school course after the fifth or sixth school year. The improved Middle School would serve to remove an evil: overloading of the lower and middle classes with such subjects as really do not belong together. It is this that the desired reform of the Middle School is to accomplish in that it is to present to the one leaving Quarta—perhaps also the one leaving Tertia—that which he so necessarily needs and which he now so often in vain seeks: an education complete in itself and formed for practical life."

New and Old in Spelling

The matter of spelling reform is now engaging a worthy amount of attention. Some good results are bound to come, as they always must come when all the people get after something they really want. Teacher and pupil, printer and reader, will all welcome any improvement in this line.

Professor Brander Matthews, in a pamphlet entitled "The Spelling of Yesterday and the Spelling of To-morrow," sets forth the fact that a true history of our orthography would show that there is not, and never has been, any standard spelling for all the words of the language; there is and always has been, divergence of usage between writers of distinction. Spelling, like speech, is the result of a tacit agreement to employ certain symbols, and everyone uses his own judgment as to the symbol he will employ.

"Other wilful men may cling to 'metre,' altho they are in the habit of spelling it 'meter' in its compounds 'diameter' and 'thermometer.' They may prefer to bestow a needless French tail upon 'programme,' altho they always spell 'epigram' without any such wasteful redundancy. They may have a fondness for another French termination in 'cigarette' and 'aigrette,' altho 'omelet' and 'epaulet' and 'toilet' have long managed to survive shorn of this appendix. And these wilful men have each of them a right to this opinion and to this orthography, if they choose, for who is to say them nay? Who has any warrant to interfere? And, on the other hand, they have no right to object to those of us who prefer the simplest forms, and who write not only 'rime' and 'controller' and 'meter,' but also 'tho' and 'altho' and 'catalog.' We claim the same privilege that we grant to everyone else. But it is only a privilege to be exercised with discretion; it is not a duty to be performed in accordance with law."

Why not go a step further. Just at present in education the child is the all important centre, the child indeed as the individual to be taught for social power and efficiency. Now, any teacher of a primary grade will tell you of the difficulty of teaching the transition from the script to the print form of the letters.

The first question that arises is: which shall we teach first, the script form or the print in the beginning of reading? The practice has been, as far as we are able to learn, in favor of the script, the transition being made to the print forms. Some schools, however, have tried the print form first under the suggestion that the child has a larger perceptive basis for that form than for the script, inasmuch as he has been seeing print ever since he has been seeing anything.

We were glad to notice in the curriculum for the Horace Mann School for the first year that print form was used with the very best results, although in the Speyer School, the Experimental School of Teachers College, in the 1 A the script form was used and no attempt had been made to teach the print first. The same is true of New York public schools we visited.

No matter which is taught first, there is always a difficulty in making the transition, and this is not the place to determine the relative value of the psychological basis in favor of the script or the utility basis or necessity in favor of the print.

The suggestion we wish to make is this: why not do away with either one of these forms and have only one form of letter, of such simplicity that

the child will be able to make it as a script form, and of such scientific structure that it will appeal easily to the eye and correspond enough to the elements of the old print form to enable a person to read what we already have of literary inheritance worth preserving in the old form of print.

There seem to be many reasons in favor of having only one form, and there do not seem to be any very great objections in the way of carrying it out.

An historical study of the origin of print and the evolution of the various type forms of trade have been entirely apart from the line of least resistance that we are working towards in education to-day.

Why would it not be possible to devise the alphabet characters combining the essential elements of the script and print form of such simplicity as to be freely reproduced by the child with the pen, and at the same time make a very pleasing, readable form for our books?

The typewriter in some measure is bridging over these two forms, and it might be that a suggestion of a type alphabet could be found in the movements that are being carried out for the simplification of printing.

There seems to be a positive gain for the child, in being compelled to learn only one form, and in this busy age, if he can be saved any unnecessary labor, and not deprived of any important benefit, he should be given that benefit. We suggest this thought to students of education working in higher research.

Some Important Faculty Changes for the Coming Year

Professor Franklin H. Giddings, of the department of sociology, Columbia, takes the chair of the history of civilization in that University, endowed by Mrs. Maria H. Williamson. The gift amounted to \$150,000.

Another change of importance in Teachers College, Columbia, is the appointment of Professor David Samuel Snedden, formerly of the Leland Stanford University, as adjunct professor in the department of educational administration. Professor Snedden is a young man of strong personality and live interests. He has a large grasp of the field of educational administration and the vital problems affecting education to-day. Some of these will be found stated in his article in another portion of the *Digest*. There is no department of education to-day which needs stronger men, and men more in touch with the real needs of life, than that of school administration, and it is, perhaps, safe to say that no department has been less efficiently covered from the standpoint of modern economics and social needs.

Some minor appointments at Teachers College are: Dr. Kate Gordon, of Mount Holyoke College, instructor in educational psychology, and Miss Jean Broadhurst, of the Trenton Normal, as instructor in nature study.

Professor William Chancellor, superintendent of schools, at Paterson, N. J., for the past two years, has been appointed superintendent of education in Washington, D. C. The call is one of great significance and promises well for the future of education in the capital city of the Union. It comes at an opportune time, inasmuch as the new law, referred to in another place in the *Digest*, will go into effect this year, and no man could watch over its administration more efficiently than Dr. Chancellor.

Professor Ernest Henderson has just been appointed head of department of pedagogy at the Adelphi College, Brooklyn. Professor Henderson came to the East with a large experience in Normal schools and universities on the Pacific slope, and his work in Teachers College, Columbia University, and in the Adelphi for the past three years, has won him this deserved promotion.

Professor Henderson states in another part of the *Digest* his views in regard to the vital problem of educational theory that are likely to be discussed for some time to come. Dr. Edwin Broome, formerly superintendent of schools, Rahway, N. J., has been appointed Professor Henderson's successor in the Adelphi Academy, and brings to his position a large amount of academic culture and practical efficiency resulting from his studies in Teachers College, Columbia University, and from his successful administration of the schools at Rahway.

Dr. Horne, of Dartmouth College, will spend his Sabbatic year abroad. We may look for some interesting report of Dr. Horne's study of educational conditions in Europe, inasmuch as his last work gives evidence of the ability to state the best things in pedagogy in a pleasing and orderly manner. His place at Dartmouth College will be taken by Dr. Charles H. Johnston, from State Normal School, East Stroudsburg, Pa.

Notes on Summer Schools

The growth of University Summer Schools in the past ten years has been truly wonderful. In this age of feverish educational activity often, indeed, manifesting the hallucinations of transient delirium, but just as surely bringing the vigor of healthful convalescence, no teacher may neglect the opportunity afforded at the summer sessions to pass through the fever stage for six weeks in order to enjoy the renewed growth of the school year that follows.

The advantages of the summer session for teachers away from university centres are not easy to estimate. The visit to a large city, the social stimulus of many co-workers, the feeling of power gotten from acting as a part of a great movement are a few of the uplifting results carried away from the University Summer School. Nor are all the advantages with the students. The teachers themselves should be even greater gainers. There they meet men and women who have touched life and know the feel of the real and the need of the actual. The teacher's earlier undergraduate training has been put to the test. His stock of school habits and bookish point of view have not been sufficient to meet the exigencies of the real child and the real class-room, and he comes back to correct the former and refocus the latter. And thus the better adjustment of school and life, and the teacher and university professor goes on.

All of the Summer Schools thus far heard from report very successful sessions.

NEW YORK UNIVERSITY.

The Summer School of New York University for 1906 opened on Monday, July 2d, and closed on Friday, August 10th. The enrollment was 351, a fair increase over last year. The students came from 24 States—about 50 per cent. coming from the metropolitan district. The Faculty consisted of 42 professors and instructors, who offered 36 courses in strictly pedagogical subjects, 59 courses in collegiate subjects, and 8 courses in mechanical drawing, shop-work, and manual training. The Kindergarten Department was organized under the direction of Dr. Jenny B. Merrill, Director of Kindergartens, Manhattan, Bronx, and Richmond Boroughs. Courses were offered in Program Making and Method in Kindergarten by Prof. Harriette M. Mills, of the N. Y. Froebel Normal.

The location of the Summer School at University Heights is ideal. It enables students to enjoy all of the benefits of suburban life and at the same time to have all the advantages of New York City.

In another place in the *KINDERGARTEN MAGAZINE* there is a special notice of the kindergarten work at the N. Y. University.

COLUMBIA UNIVERSITY.

The seventh Summer Session of Columbia University opened July 5, 1906, and continued until Thursday, August 16. There were in attendance 1,008 students, who have been under the direction of a teaching staff of 62 instructors and 15 assistants. Fifteen of the instructors were called to Columbia particularly for Summer Session instruction, and include such men as Prof. H. V. Ames, of the University of Pennsylvania; Prof. Earle W. Dow, of the University of Michigan; Prof. Frank A. Fetter, of Cornell University; Prof. Mellen W. Haskell, of the University of California, and Prof. Frank G. Moore, of Dartmouth.

There were offered in all 127 courses in 24 different subjects. The course of public lectures open to the students and the public was given by members of the teaching staff of the University on Tuesday and Thursday afternoons. Excursions were given to the historical sites in and about New York and to the Museums, which were enjoyed in many instances by more than 200 students. Music was furnished every Tuesday and Thursday evening by an orchestra, and receptions were held for the officers and students on the evenings of Thursday, July 12 and Thursday, August 9.

The Summer Session of Columbia has been unusually successful because of the high grade of students that have attended this year. There are 162 students of graduate grade, and the increase in number over the registration of 1905 is represented in the increase of those who have hitherto been connected with the institution and have returned for additional work.

HARVARD.

The Summer Session at Harvard was the most successful in its history. The instructors in the Summer School were almost entirely members of the Harvard Faculty, and included Professors Josiah Royce, T. N. Carver, H. L. Warren, W. F. Osgood, W. L. Spalding, J. D. M. Ford, E. K. Rand, C. B. Gulick, A. O. Norton, G. P. Baxter, J. L. Love; Doctors C. N. Greenough, H. W. Morse, D. W. Ross, and others. Professors from other institutions who give courses were Prof. William MacDonald, of Brown University; Prof. W. S. Ferguson, of the University of California; Prof. S. B. Fay, of Dartmouth College; Prof. H. B. Huntington, of Brown University, and Dr. O. S. Tonks, of Princeton University. Public lectures have been given by Professors Josiah Royce, T. N. Carver, Paul H. Hanus, Dr. Denman W. Ross and Mr. C. T. Copeland. A special feature of the Summer School this year was the lectures by Dr. Charles D. Tenney, President of the University of Tien-Tsin, on the "New Education in China." The attendance in 1906, including 38 Chinese students, is 814. The Chinese students are sent by the Chinese Government to be educated in America at Government expense.

YALE.

The Summer School at Yale had a registration this year of 207 students. Sixty courses were offered, the most of them Pedagogical. There was also a course of general lectures, the special features of which were of value to teachers.

The geographical surroundings of New Haven were studied under the direction of Professor Gregory.

The Peabody Museum and Art museums were discussed by Professor Barrell, Mr. Langzettell and Mr. Thompson.

The library lectures were given by Mr. Keogh. One of special interest was that on Note Taking, enabling the student to do research work in the most practical manner possible.

The social features of the session were emphasized, as is characteristic of New Haven.

Many New York teachers chose New Haven as their place for summer work.

One of the most successful courses was that conducted by one of the Editorial Committee of the *Digest*, Professor Henry Suzzello, of the Leland Stanford University, California.

CALIFORNIA.

A total of 706 students attended the session, against 795 for the session of 1905. Considering the conditions in California, following the recent disaster in San Francisco, this attendance is considered somewhat remarkable.

The Dean of the Session was Professor Ernest C. Moore, formerly Assistant Professor of Education, and recently elected Superintendent of Schools of Los Angeles.

The features of the session were a Summer School in Library Methods; courses in Domestic Science; lectures by Dr. Ernest Rutherford, McGill University, on Radio-Active Substances and Their Radiations; lectures by Professor Hugo DeVries, of the University of Amsterdam, on the Biological Principles of Selection in Plants; lectures on Education and Educational Psychology, by Professor John Adams of the University of London, and a series of three Symphony Concerts by the University of California Symphony Orchestra, with concerts of chamber music in alternate weeks by the Minetti String Quartette, of San Francisco, given in the Hearst Greek Theatre.

CHICAGO UNIVERSITY.

One thing to be emphasized in connection with the Chicago University summer work is that the summer quarter is not an ordinary summer school, but an integral part of the work of the year. Instruction in the University of Chicago is offered during four quarters. The institution is closed only during the month of September. During the summer quarter the members of the faculty are those who are under regular appointment, who have arranged to take their vacations at some other season of the year or are accumulating vacation credit for a long vacation at some future time. This feature of the University is not that of the ordinary summer Chautauqua or other summer educational institutions. During the first term of the present summer quarter 2,531 students were registered. The figures for the second term will be about the same as that for the first term. They show an increase this year of about 17½ per cent.

CHAUTAUQUA.

At the time of going to press it is impossible to secure a full statement of the Summer Schools at Chautauqua; the following figures are substantially correct:

Under the Academic Schools there were nine classes in English; in French ten courses; in German nine classes; in Classical Languages seven courses; in Mathematics and Science thirteen courses; in Psychology and Pedagogy twenty-two courses to about seven hundred and fifty students; in Religious Teaching nine courses to about one hundred and twenty-five students.

Under the Professional Schools one complete course in Library Training was presented; in Domestic Science eight courses; in Music individual instruction to about two hundred and twenty-five students; in the Arts and Crafts thirteen courses to about one hundred and fifty students; in Physical Education thirteen courses to about two hundred and fifty students and in Practical Arts eight courses to about seventy-five students.

Allowing for repetition of individuals in various courses a safe estimate for total registration of individuals would be somewhere between twenty-three and twenty-four hundred.

COLLEGE OF SOCIALISM.

An interesting announcement is made of the new College of Socialism, endowed by the late Elizabeth D. Rand. The president of the new college is

Algernon Lee, Socialist candidate for Mayor of New York at the last campaign. The college is situated at 112 East Nineteenth street. The courses will cover political economy, history of sociology, conferences on specific topics of importance, and a practical study of social conditions in the large cities of the United States, as a basis for laws to be presented to the legislature each year.

Recent Magazine Articles of Interest to Students of Education

The Pedagogical Digest shall aim at keeping its readers informed of all special articles in domestic and foreign magazines of particular interest to teachers. It will also give a digest of these articles, when it considers them of unusual value or when especially asked for, through the Correspondence Department of the magazine.

An interesting article of general psychological value is "The Law of Heredity," by Dr. Lewis Elkind, in the *North American Review* for August. While emphasizing largely the medical aspect, it has suggestive features for the students of heredity, and the much mooted question of the transmitting of acquired characteristics.

The *Forum*, July to September, has an article by Ossian Lang on "The Education Outlook." It is rather narrow in its scope, but places a good emphasis on the importance of manual training and the bringing of the child into proper relation to his industrial environment. The writer seems to emphasize the educational value of manual training as an end. The article, however, is very stimulating and shows a broad view of the educational field in general, particularly in our own city, New York.

A discussion of the "Plant World," by P. A. Garrison, in *Atlantic Monthly*, and "The Nature Student," by Dallas Lowell Sharp, in the same magazine for August, are interesting articles for nature students and nature study teachers. "Plant Kinship," by Frank French in *Appleton's* is along the same lines.

Dr. Andrew S. Draper's article in *Appleton's* on the "Trend of American Education" is a strong endorsement of Professor Hadley's article in Harper's on "Democratic Tendencies in American University Life."

"College Students as Thinkers" is the title of an article by President Thwing in the *North American Review* for July.

"Agricultural Education in the United States," in the *Nineteenth Century Review*, by John C. Mead, is an excellent statement of our efforts in that direction in this country.

The *Outlook* for August 18th has an article by Isabel C. Barrons on "A New Phase of Industrial Education."

The question of "The Value of College Degrees" is discussed in *The Bookman* for August, by Paul E. More.

Some reference to the foreign reviews is made in a longer excerpt given elsewhere on "The German Reform School."

In *The Fortnightly*, London, Dr. Lewis Elkind traces the commercial prosperity of Germany to real causes of patriotism and organized education. Among the educational factors he places the mastering of foreign languages as no small help to Germany's now being the third greatest commercial power of the world.

"Education in Peru" is treated in a lengthy editorial in the *Gazeta Commercial*. The editorial places the blame of the sad condition of Peru in education on the practice of making the laws on paper and not carrying them out in practice—a procedure not limited by any means to Peru. The blame is also put on lack of school organization, free acting inspectors and underpaid teachers. Out of a school population of about four hundred thousand, scarcely one hundred thousand are given any school education at all, about twenty-five per cent. of the people learning how to read and write.

In the *Revue de Paris*, M. Francois Siamand has an article that will strike a responsive chord in the breast of American readers at all familiar with the lamentable conditions in our mining sections. We hope next month to place special emphasis on the child labor problem, and shall have occasion to refer to this article again. For the students of statistics it is a valuable source.

Beginning with the October number, the Digest Department of the magazine will conduct its separate book reviews on pedagogical works, and on books of general interest to teachers. Some of the late works by professors of Teachers College, who are doing such a magnificent work in building up a large body of pedagogical literature shall receive careful notice. Thousands of teachers who are never able to enjoy the benefits of actual attendance on that splendid institution for teachers may be reached by means of its publications. Some of these are of the very highest order, while others are in the stage of development and struggle so necessary to any movement where liberty and individual research are tolerated. It shall be the purpose of the Digest to keep its readers posted on the latest and best that may come from the press in pedagogical and other publications.

The Kindergarten Magazine

AND

Pedagogical Digest

offers this month features of special value to all interested in education from the Kindergarten thru the College.

Froebel's Place in Education, by Dr. Earle,

the first in a series of Studies on Froebel, throws light on an aspect of Froebel's writings never before presented with such orderly clearness. It suggests a causal method of interpreting much of the philosophico-religious symbolism of the great revealer of child life.

Principles in Program Making, by Miss Harriette M. Mills,

is a step in a safe direction, namely, the effort to put the kindergartner in possession of principles of power in making her own program rather than giving her mere facts for use from day to day,—the principle of habit-fixing as opposed to mere information. This series will run thru the school year.

Program Material,

however, is not neglected. Besides a September program, there are articles on Art Work in the Kindergarten, by Robert Dulk, and Songs and Games for both Kindergarten and primary grades, by Mari Ruef Hofer, both of which will also run as serials.

Notes on Directors' Course,

by Miss Johnston, is a splendid summary of pedagogical principles and practices of use to all teachers.

The Joe-Boy (Little Folks' Land) Series

nears conclusion and will be followed by some very strong work on Stories and Story-telling, a department of Kindergarten and Primary work daily increasing in importance.

A Special Feature

is the first in a series of articles on the Kindergarten as an educational force outside the school:—Kindergarten work in the hospitals, the parks, the playgrounds, the settlement, the orphan asylum, the

monster apartment house, etc., etc., as seen in all the great cities, both here and abroad.

Prizes for High-Grade Work.

THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST wants the best programs that have actually been worked out by a training school of a public kindergarten. It will present any school One Hundred Dollars for the best year's program, and Fifty Dollars for the second best. Judges will be selected from among great educational leaders familiar with Kindergarten needs, and not training teachers themselves. (See all details in body of the Magazine.)

Prizes Also for Good Original Kindergarten Stories

written by Kindergarten teachers or seniors. The Magazine will buy all good, live stories on sane subjects for sane children. It will pay fifty dollars for the best story written by a senior in any training school in America. (See announcement in body of Magazine.)

The Pedagogical Digest

department has articles of the greatest interest. Professor Daniel Snedden outlines the live problems in School Administration and Management that are demanding a prompt and safe solution. Professor Snedden will edit this department thruout the year, and keep his readers informed of the latest and most important topics in school organization.

Professor Ernest B. Henderson

offers a stimulating article on Educational Theory, which shows how many truly great questions in educational philosophy are beckoning us on to enjoy the realization of their solution. Every month will give current notes and topics on Educational Theory by Dr. Henderson.

Other members of the Editorial Committee will offer articles on problems in the various fields of Educational activity thruout the year. Next month Dr. Earle will outline the field of Educational Principles and Methods. A special feature will be a

Department for New York City Teachers,

by Dr. Earle, who has so large a grasp of the local situation. This sheet will be for New York teachers alone, but will be sent to any outside teachers specially asking for it. It will treat of the Management and Methods in New York City Schools, and will answer all questions as to licenses, courses, curricula and methods.

The Educational Forecast and Comment,

by the Managing Editor, is a live report on things as they happen. The time is past when teachers will accept news dead and buried

for months by the daily press and general magazines. The school and teachers have been given fossils and the dead things too long. THE DIGEST will aim at giving the news as it happens and forecast what is to happen soon.

Child Labor, Children's Courts, Compulsory Education, Reform Spelling, Reform Schools, and magazine articles important for teachers are all carefully reported.

A Word to Advertisers.

A mistake is made in not advertising in educational magazines like THE PEDAGOGICAL DIGEST, which reaches all classes from Kindergarten thru College. The teachers are in their best mental attitude when reading such a magazine, and are best disposed toward appreciating an intelligent advertisement.

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There will be special features in the October number, from all the regular departments.

The child labor law and the child labor problem will have an exhaustive consideration in the October issue. The relation of this law and problem to the school will be carefully noted.

Another item of general interest will be the summer vacation school and Kindergarten movements outside the actual school. What Mothers' and Women's clubs are doing to help the child, Stories, Special articles, Educational Forecast and Comments, all will be found in the October number. Don't miss it!

Beginning with the September number, the subscription price of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST will be reduced to \$1.00 per year. All who subscribe for two years, paying \$2.00 before October 1, 1906, will be given an additional year free, or

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VII.

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VIII.

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IX.

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Editorial Committee:

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DANIEL SNEDDEN, PH.D.

JOHN HALL, PH.D.

E. LYELL EARLE, PH.D.

MISS BERTHA JOHNSTON

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The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—OCTOBER, 1906.—No. 2.

The Kindergarten Program

HARRIETTE MELISSA MILLS.

PART I.

The Child, His Nature and Needs

OF the general plan of these discussions as outlined in the Introduction, it may be well to recall the main thesis, namely, that there are universal principles regulating both theory and practice in each division of education, from kindergarten to university. These principles are assumed to have generative and organizing power by which the manifold experiences of education are set in ordered relationships in a system characterized by both continuity and progression.

Our ideas concerning the law of unity, which alone reveals the meaning of education, and which, at first, seem very abstract and obscure, can be clarified and made meaningful, as we study the four universal problems in education—as a guide to program making—(1) the nature and needs of the human being to be educated; (2) the aims of education; (3) the subject matter of the course of study; (4) the methods that render it effective. It should be understood that there are no hard and fast lines severing these problems, and that it is for the purpose of study and reflection only, that each in turn is isolated, such separation being simply a device by which it can be more clearly shown that inquiry in one division must inevitably involve, and merge into, the others. Therefore, while the development of this series will be concerned with each problem as at first isolable, its primary task will be to indicate how they are, together, the unifying and integrating factors of kindergarten thought and activity; for the kindergarten can hope to maintain its place in the educational system, only in so far as it is guided by, and partakes of, the nature and purposes of educational life at its fullest and best. Even though the universal acceptance of the kindergarten as an integral part of the educational system, is not yet an accomplished fact, it is no longer possible to consider it isolable from the general

educational scheme; nor can its founder, Friedrich Froebel, be regarded as an inventor, nor yet as a seer, but rather, as one who was, in spirit at least, a philosopher, since he gave his whole life to educational endeavor in attempts to "reduce the principles of philosophy to the conduct of life." These principles were not his by intuition nor inspiration, but by inheritance, and such originality as he possessed sprang from his very dependence upon the riches of human thought. His claim to our reverence and appreciation is found in the use he made of these principles in the preservation of the present of his own age, and the suggestions and implications which he bequeathed to his followers—a very mine of incentive and inspiration. To quote Dr. Harris: "Those who persistently read his works are always growing in insight and in power of achievement." (See Editor's Preface, "Education of Man," International Educational Series.)

Since the opening of the first kindergarten in Blankenburg, June 28, 1840, the boundaries of human thought and activity have receded so rapidly, and the implications of evolutionary and scientific revelations have been so far-reaching and illuminating, that they seem at first to set aside, or at least to minimize the established condition of human interests. Second consideration, however, proves that these revelations are, in the main, regulative of the intuitions and aspirations that are constitutive of the human soul. They are not new revelations, but rather the verifying of truths dimly conceived in various forms thruout the ages. The student of humanity may find, in this connection, a fountain of inspiration and courage in such books as "The Spirit of Modern Philosophy," by Dr. Josiah Royce; "The Torch," by Professor Woodberry; and "From the Greeks to Darwin," by Professor Osborne.

Only thru faithfulness to the past of any human interest can there be hope of true insight into its present condition. No more interesting field of research is open to the student of humanity than that occupied by the child in the history of human thought. The supreme interest that attaches to child life to-day, is the outcome of attitudes that were at first instinctive and emotional, but which gradually came to conscious knowledge of the significance of the child in the evolution of the race. Different aspects of this interest are suggested by such topics as the Child in Religion, in Literature, in Art and in Education, each offering rich reward to the student of child life.

To understand the significance of the present undertaking, the educational topic should be reviewed, especially in its relationship to the modern educational leaders, in whom this increasing interest in child life ripened most fruitfully. This résumé must necessarily be brief, and span centuries in sentences, its aim being to sketch in broad lines the setting and perspective of the subject, leaving to the reader the task of supplying the details needful to a complete survey of the field. This cursory survey may at the same time offer some proof of the assumption that the child has been, and still is, the initial problem of universal educational significance.

It is a comparatively easy task to trace the history of the child in Greek and Roman civilizations, during the five centuries that precede the Christian era; but the student of childhood will find a much more difficult task in tracing the annals of child life thru the wide and almost unexplored field comprising the first fifteen centuries of the Christian era. Over these we must pass to the sixteenth century, in which childhood found an advocate in John Amos Comenius, the first of that group of four great educators whose influence has been formative in all modern educational life. These Educational Reformers—Comenius, Rousseau, Pestalozzi and Froebel—are among the world's great personalities, who have put on that individuality which partakes of the nature of immortality, so enduring are the characteristic teachings of each. Peculiar and apart each stands, the bearer of a unique message to humanity, yet together voicing one great truth of universal import, that civilizations can be measured by the nurture they afford their children.

They indeed belong to that

“Choir invisible
Of those immortal dead who live again
In minds made better by their presence.”

Comenius believed in childhood as the time in which to nourish the divinely implanted seeds of learning, piety and virtue, which he conceived to be the heritage of every human being. His philosophy rested upon a threefold basis: first, the idea of man's obligation to God—who implanted these fructifying elements in the human soul; second, the value and integrity of the individual, as bearer of a divinely appointed mission of self-realization; and third, the necessity of universal education as the only hope of bringing man's endowment to fruition in the realization of the divine purpose and plan. Further, Comenius discerned, with true insight, that there was a

natural order of development inherent in the nature of the being to be educated, and that the unfolding life of the child, and the unfolding experiences of life must be made mutually interpretive thru productive activities; that education must be a graded system, ranging from infancy to maturity, and that children of both sexes must come under the liberating influences of systematic instruction.

The fourfold division of Comenius' plan of instruction, provided for a school of infancy—the antecedent of the kindergarten—an elementary school, two departments of grammar or Latin school, and college or university training. While the plan secured progression and continuity thruout, the first two stages were held to be of primary importance, since they were intended to carry pupils of both sexes from birth to the twelfth year, thru a course of instruction given in the mother tongue. The subject matter of this course was concerned with the common things of every day life, in which, Comenius held, were to be found the elements of science, history and literature, which could receive extended development in the third and fourth divisions of his graded system.

In Comenius one can detect no cold, cynical survey of the world; he was vastly more concerned with gathering out of the past and present the elements of positive significance, that he might weld them into a plan for the regeneration of humanity. His faith and courage detected no ultimately insurmountable obstacles in the way, since "Education was the divinely human right of the individual soul." Education, to him, was a sacred trust, committed to the keeping of humanity for the fulfilment of its diversified needs and the realization of its divine nature. It was a dynamic process, that, functioning thru the common experiences of life, assisted the individual in his efforts to enter into conscious possession of his spiritual inheritance of learning, piety and virtue.

Even this hasty survey is sufficient to show how urgent, to Comenius, seemed the need, and how imperative the demand, that education begin in the infancy of every human being. No moment of time should be permitted to run to waste, lest some evil tendency take root in the virgin soil of childhood. With Comenius, "now is the accepted time," and hence his solicitude and zealous care that children be under systematic guidance that seeks to inculcate habits of obedience, honesty and industry, together with the necessary concomitant knowledge. If these positive virtues can be made formative during the period of childhood, life becomes freighted with potencies

that make for the social regeneration of humanity, and gives assurance of salvation to the individual soul. These vast accomplishments constitute the goal of the educational process, and the way to their achievement is conditioned primarily by the possibilities and opportunities of childhood. This was Comenius' insight, and in him we can trace the working of "faith, that is the tenderest, freest and innermost function of life."

It is true that Comenius' plan of education bore little fruit in his time, but it has been, and still is, slowly, but none the less surely, coming to its own in educational thought; and no kindergartner can afford to ignore the fact, that out of the seedtime of Comenius in the sixteenth century, came the harvesting in the nineteenth and twentieth centuries, nor miss the suggestions and inspirations that show Friedrich Froebel to be the legitimate successor to this great educational liberator, of whom Dr. Thomas Davidson wrote: "With Comenius the cause of truth and freedom in education was virtually won." (See Davidson's *History of Education*, page 196.)

How strongly contrasted with this man of exceedingly practical character and deep religious conviction,—whose plan of education is a divinely appointed spiritual process, which, while fitting the individual to participate in the social and political conditions of the times, prepares for eternity as well,—is that first great educational leader of the eighteenth century, Jean Jacques Rousseau. Rousseau was, in himself, and in his views of life and education, the direct opposite to Comenius, save in so far as both saw that childhood offered conditions and opportunities thru which their respective aims could be realized; but how different! Comenius saw heaven achieved as the ultimate goal of the educational process, while Rousseau saw individual happiness as the one desideratum of life. Rousseau, with one fell blow severed the present from the past. He says: "Take the very reverse of the current practice and you will almost always do right." He believed that if the child could be kept unspotted from the world, with its corrupting influences, and permitted to remain in a state of essential goodness—its endowment at birth—then health, happiness and material good were assured possessions. Not spiritual achievements, nor participation in a common human life, freighted with social and socializing significance, but a life spent in "a state of nature," saturating itself in sensuous pleasures, living by the sophistic dictum, "Man is the measure of all things."

It is easy to point out the fallacy of Rousseau's philosophy, and indicate the revolutionary character of his ideas concerning civilization, and the forms of institutional life; yet none the less, Rousseau saw, as no one before him had seen, that childhood had meanings and sanctities that must be respected; that here, on this level, life was living, with its own outlook, hungers and necessities. He saw that to force adult perceptions and conceptions upon the child, was to deprive childhood of its right to live according to its nature; but more, he saw that the baleful practices of his time mortgaged child life to a problematical future. "What," he says, "are we to think of that barbarous education that sacrifices the present to an uncertain future, which loads the child with all sorts of chains, and begins by rendering it miserable, in order to prepare it for some distant, pretended happiness which it will probably never enjoy."

Rousseau's doctrine of procrastination or dilatoriness, that advocated the losing of time during the first twelve years of child life in order to "let childhood ripen in children," as exploited in "Emile," is repellant indeed; and yet, with all its error were blended profound truths which were to receive wonderful confirmation from evolutionary science when it revealed the meaning of the lengthening period of infancy, and the significance of the plasticity of childhood.

Genetic psychology and child study are the logical results of the interest in child life, aroused by this man, who voiced the discontent of his age and stigmatized all human achievement as subversive of conditions of original goodness in the human soul. He hurled denunciations against existing conditions with a vehemence that commanded a hearing in every department of human thought and action. He propounded problems concerning the concepts of civilization, society, and the nature of the social bond, the place and office of education, the right of freedom and the sanction of religious convictions. These problems were so profound that the world's greatest thinkers since Rousseau's time have been able to offer to them but partial solution. They are still the crucial questions in religion, education, social and political life.

In Rousseau we find little faith, courage or sympathy that inspires our admiration or reverence; rather he arouses in us a spirit that parallels his own in passion, which urges us to affirm that in spite of error and positive wrong, human relationships rest upon foundations which are as unassailable as humanity itself, since they

developed simultaneously with those age-long processes that made man human.

Rousseau saw the child as essentially good, but by education and custom made the bearer of the age-long processes of error and wrong. Thus he forced upon educators the consciousness that here lay a half truth of most negative import, that must be met by a larger truth of positive import, which, holding to the doctrine of essential goodness, makes the child the bearer of the virtues and achievements of humanity, that, thru education becomes the conscious possession of the child. This, his inheritance of dynamic power, impels to larger and better life for both the race and the individual—a life of increasing sympathy and good will, in which the errors and wrongs that obscured Rousseau's vision are but vanishing shadows.

In Pestalozzi we find one whose unselfish devotion to his educational ideal inspires our love, and the heart responds to the note of sympathy that was the mainspring of all his work of redeeming children from misery, wickedness and degeneration, even though the head refuse to follow his unsystematic, unorganized theories of education. While Rousseau advocated a return to nature for all mankind, and believed in the ministry of nature in the nurture of child life, Pestalozzi saw in the love of children the open sesame to their nature and needs.

Briefly stated, the more important features of Pestalozzi's educational plan are: (1) Education *for all* as a means of social regeneration,— especial emphasis being placed on its elementary phases, in which the manual training or industrial idea plays a large part. (2) An evaluation of the home as the initial educational institution. (3) The common things of every-day life as furnishing the subject matter of instruction. (4) Instruction, determined by the nature and needs of the human being. (5) Method in education to be characterized by exceeding simplicity and naturalness.

When measured in the scale of actual, material success, Pestalozzi's achievements leave much to be desired; but when measured by the rule of the spirit it is not possible to estimate the influence of this life, "endowed with deep, far-seeing intuitions, and penetrated with an unceasing love of the people, and an enthusiasm for their education and improvement." His unfailing humanitarianism had its root in social sympathy, with its deep moral and ethical sanctions, which demand mutual honesty and mutual respect, that are

fundamentally determined by the conditions of self-respect. This sympathy for, and faith in humanity in general, and child life in particular, contributes immeasurably to Pestalozzi's influence in educational life. Its dynamic power has broadened and deepened with the unfolding years, until all modern educational and philanthropic endeavor is a witness to the spirit of this great educator.

(For a most significant treatment of Pestalozzi's life and work, see Dr. J. A. MacVannel's *The Educational Theories of Herbart and Froebel*, in *Teachers College Record*, September, 1905, pages 51-59.)

To Friedrich Froebel, more than to any other great leader, modern education turns for inspiration with increasing confidence and appreciation. The deep religious convictions of Comenius, the intense enthusiasm for freedom of Rousseau, and the sympathy and moral integrity of Pestalozzi, met in the nature of Froebel, whose mind was keenly sensitive to the spiritual and intellectual atmosphere of the times in which he lived. He was endowed with a gift of singular penetration, which enabled him to seize upon the ultimate truth involved in each new experience,—whether it was the profound work of some philosophic writer, some new thought gathered from mystic, poet, educator, or the nursery play of a little child,—and use it in the furtherance of the serious business of life, which was, for Froebel, the education of man. The burdens of humanity were familiar to him even in early life. His own neglected childhood and the conditions of moral and social life in his father's parish very early turned his attention to questions of deep religious and moral import, which led to a long career of educational activity, that flowered late, in a passion for child life. From this time he labored with unflagging zeal, inspired by his ideal—the harmonious development, in childhood, of all the powers of body, mind and spirit. The outcome of this zeal was the establishment of the kindergarten, where, in the companionship of little children, many of his earlier intuitions concerning the nature and need of the human soul were verified. Froebel literally put himself under the tuition of children, which brought him rich reward of insight and suggestion. What these were, and some of their implications, Froebel elaborates in the *Mother Play*. In the *Commentaries to the Mother Play*, especially, he unfolds the idea that child nurture, under the fostering care of the mother, is an interaction process, which, on the one hand “develops the child in conformity with his own nature, in relation to his total environment, in obedience to the laws that govern

both," and on the other reveals to the mother the spiritual significance of her calling, as she sees her own life mirrored in the unity of the life of her child. Thru the sacred intimacy of mother and child the God-likeness in each is made manifest to each.

Religion was the determining characteristic of Froebel's nature; it penetrated the very fiber of his being and vibrated thru his life and work. Its purity was sometimes obscured by lapses into mysticism and symbolism, but none the less the idea of God, and the relation of man to his Creator, were to him problems of transcendent significance. In these lay the meaning of the life of man, and the meaning of the world of nature. No less than the realization of these grand conceptions in their fulness, thru education, constituted the reach of Froebel's faith.

Froebel based his system of education upon the principle of the organic unity of all life; this unity to be realized thru processes of activity which are inwardly determined by, and regulative of all manifestations of life, from the least created to the greatest, the Creator. He writes in "Education of Man," page 30: "God creates and works productively in uninterrupted continuity. Each thought of God is a work, a deed, a product, and each thought of God continues to work with creative power in endless productive activity to all eternity."

It is, then, in response to a requirement of the very nature of the individual, that he be "trained for outer work, for creative and productive activity."

With Rousseau, Froebel believed in the "original wholeness" of each human being; but unlike Rousseau,—who imputed the evil in the child to the untoward circumstances of external influences,—Froebel recognized the dual nature of the child, with its tendencies to both good and evil. Referring again to the Introduction to the Mother Play, Froebel writes: "Thru reading the soul of your child, dear mother, you will *learn how to harmonize the contradictions of his self-revelation with the unity of his essence.*" (The italics are mine.) Also in "Education of Man," page 10, he says: "Before any disturbance and marring in the original wholeness of the pupil has been shown and fully determined in its origin and tendency, nothing is left for us to do but to bring him into relations and surroundings in all respects adapted to him, reflecting his conduct as in a mirror, easily and promptly revealing to him its effects and consequences." Again, page 9, Froebel shows that faith is no

mere matter of sentiment, but a guiding principle of action, when he says: "Nature, it is true, rarely shows us that unmarred original state, especially in man; but it is for this reason only the more necessary to assume its existence in every human being, until the opposite has been clearly shown; otherwise that unmarred original state, where it might exist contrary to our expectation, might be easily impaired."

Froebel conceives the human being as bearer of a threefold inheritance, as child of nature, child of humanity, and child of God. The very essence of this triune life is activity; it is an endowment of energy by Divine right; its manifestations are inwardly initiated, even though at first indeterminate and uncontrolled, yet capable of passing gradually into a system of consciously controlled manifestations. Were this not true, then the human being must ever remain the victim of conflicting tendencies, and subject to no law save expediency. The history of the education of the individual, as for the race, "begins"—to quote Dr. Davidson—"at the point where man takes himself into his own hand, so to speak, and seeks to guide his own life toward an even more definite . . . end."

A natural education would result from following the instinctive and impulsive tendencies, whose cardinal significance consists in the maintenance of conditions of physical well-being. This must, eventually, give place to purposive education, that, making conscious, selective use of impulsive and instinctive activities, finds in the experiences of life the agencies that develop intellectual and spiritual well-being, and an increasing security of physical life as well. For Froebel, it is just the furtherance of the self-initiated tendencies, with their necessary purposes towards higher living, that justifies the intervention of education and instruction, "that should be by far more passive and following than categorical and prescriptive." Educational processes, then, must keep pace with the processes of individual becoming—processes which result in increasing potency and power. Froebel writes in "Education of Man," page 17: "Man . . . should, therefore, be looked upon, not as perfectly developed, not as fixed and stationary, but as steadily and progressively growing, in a state of ever living development, ever ascending from one stage of culture to another toward its aim, which partakes of the infinite and eternal." And, again, on page 30: "The child, the boy, man, indeed, should know no other endeavor but to be at every stage of development wholly what this stage calls for."

It is interesting to parallel these statements with that of Dr. Nicholas Murray Butler, in our own time, when he says: "That which is intrinsically best in any particular stage of development is the best preparation for that which is to follow." (*Meaning of Education*, page 146.)

Consistently guided by the idea that education is a dynamic process, Froebel, in 1826, published the "Education of Man," in which he elaborated a theory of education in accordance with his idea of the demand of each period of human development, from infancy to manhood. From this time, Froebel's life and work moved steadily towards the goal of his labors, the establishment of the kindergarten. It were honor enough to have demonstrated the practical value of his ideal on one plane of human development, leaving to posterity the task of completing the processes so efficiently begun, for childhood.

It is inspiring to trace Froebel's idea of the nature of the human being, as it appears in "Education of Man," and comes to full practical consciousness in the Mother Play and in Pedagogics of the Kindergarten. In these we find Froebel's response to what he believes to be the physical, intellectual and spiritual needs of the child, as he seeks to gain control over himself and his surroundings. Froebel's motto, "Come, let us live with our children," voices the need of the child for intelligent, sympathetic guidance. Mother and teacher must have the ability to recognize the moment of "new budding" of the nascent powers of the child, as he seeks to control each new, untried experience, supplying the descriptive word of truth, and the interpretive word of appreciation, which fill the new experience with ideal meaning—neither "engrafting nor inoculating," but always developing. "This is genuine human education."

It would be interesting and profitable to consider the views of other educators, in regard to child life, but the limitations of space forbid. This review has failed of its purpose, if, in the end, we do not see that the fragmentary and partial views of these great leaders have been slowly fusing into a world view of the child as the center upon which modern education turns, as upon a fulcrum.

Having laid the foundations of our interest in the child in educational history, we will proceed in the second section of this subject to indicate the attitude of present leaders of education in the departments of both theory and practice, returning to Friedrich Froebel for suggestions of an intense, practical nature, bearing upon the making of the kindergarten program.

Recreative Plays and Games for the Schoolroom

MARI RUEF HOFER.

Plays and Games Evolved from Primitive Life

"Animals do not play because they are young, but they have a period of youth because they must play."—*Groos*.

IN this series the activities involved are those associated with the primitive development of the race in the struggle for existence. The movements are drawn from man's vital relation to life: primitive occupation, the securing of food and shelter, the means of defense, self-protection against the elements and enemies. The activities do not represent æsthetic experiences or conceptions, but make for vigorous, courageous action, and involve the fundamental co-ordinations necessary to the development of the human body. The experiences are such as every healthy normal child will seek for himself, if placed in the right environment. Cave digging, tree climbing, primitive rafting (if only in a mud puddle), primitive construction, building and making of implements, mimic warfare and social experiences. Thru these he reviews race experiences, gaining thereby a healthier, more capable body, and gathering vast stores of knowledge to be gained in no other school but that of life. This material can be made especially valuable to the city child to whom so much natural vital expression is denied. These exercises should not be utilized merely for schoolroom and gymnasium illustration, but carried into real out-of-door play. Where there are no gymnasium opportunities, a little simple apparatus, such as swinging ropes, rings, and rope ladders for climbing can be easily constructed for schoolroom practice.

STORY OF AB.

The experiences here described are so close to the child's own evolution in growth and movement that a special effort should be made to supply him with exercises to fill these needs.

THE TREE LIFE.

Running, jumping, leaping.

Climbing vines and trees (ropes and ladders).

Swinging from vines and branches (ropes and rings).

Shaking trees and branches for nuts.
Husking, shelling, beating, grinding nuts.
Digging with strong, sharpened sticks or poles.
Throwing sticks or stones.
Hurling spears and lances.

THE CAVE LIFE.

Pushing, pulling, rolling—supply simple devices.
Rolling huge boulders against cave doors for protection.
Raising and piling up large boulders for defense, shelter, or mounds to commemorate events. (The first engineering.)
Breaking, chipping and flaking stones for weapons, utensils, tools.
Digging with primitive tools.
Hunting, running, jumping, leaping, hurling spears, using the bow and arrow, trapping fowls and animals.
Simple games of chasing, hiding, hunting, pursuit or escape, cat and mouse, fox and goose will be enjoyed by the children.

PHYSICAL EXERCISES.

Simple physical exercises can be arranged somewhat along these lines, using the desk and seat spaces as was suggested last month.

1. Walking like an Indian boy—softly, lightly in straight lines (moccasins on feet).
2. Walking stealthily (bending forward) as on the warpath or hunt.
3. Running like an Indian boy—lightly, swiftly, straight ahead.
4. Run against wind, body pressing forward, arms stretched out and up.
5. Throw stones or sticks at mark (pretend, or throw bean bags). Throw at target for distance as with sling—out-of-doors.
6. Use bow and arrow—draw, shoot (imitate target practice or with real bow and blunt arrow).
7. Lasso, arm circling 1, 2, 3, throw, good large arm movements. Throw three times with each arm.
8. Ride bareback, teeter as if on horse's back, elbows out, hold reins. Imitate trick of jumping off and on lightly. Swing low down as if on side of horse. Good work for gymnasium horses.

This series is important from a physical point of view and should be carefully given, either under the direction or directions of a physical training teacher. A simple order will be necessary—ready, forward, walk, run, throw, etc. Where one row of children exercise at a time let different rows show different things.

ACTION STORIES.

Action stories drawn from Hiawatha and other readings can be more effectively illustrated by reviewing the important activities of Indian life. Imitations for seat and desk play.

In the Forest. Represent the forest of quaking asps or ever-green trees and their movements in the wind. Let children show how they stand, character of leaves and branches.

Food-getting and Preparing.

Hunting with bow and arrow or spear.

Fishing with hands, line, or net.

Gathering nuts and carrying home in basket, on head, or strapped to forehead (gives good forward position of body from hips).

Planting, Hoeing and Gathering Corn.

Grinding of nuts and corn in stone or wooden mortar, with long wooden pounder, or stone pestle or roller (gives arm, shoulder, and trunk bending exercise).

Building of fire by rubbing or twirling sticks, blowing the fire, breaking more sticks, feeding the fire, jumping on inclined stick to break it, etc.

Mixing the meal, stirring, spreading over stone slab.

*The Making of Clothing.**

Fastening skin to frame or ground (driving stakes).

Scraping skins.

Beating skins to make soft.

Sewing with bone needle.

Knotting or tying skins, fiber, wool.

Weaving wool or fiber on large, wooden frame (pulling, stretching, and weaving movements).

The Making of Weapons and Utensils.

Digging around, prying, breaking stones, chipping, and flaking.

*Whenever possible take the children to museums in which they may see models of the Indians scraping skins, weaving, etc.

Binding stones in wooden handles to make axes, hammers, knives and arrows.

The Making of Pottery.

Mixing the clay, rolling the clay worms, winding around and shaping the jars. (Large arm and trunk movements.)

The Making of Baskets.

Weaving of grasses and fibers or sewing bark or skin.

The Tent—Building the Wigwam.

Cutting down tall saplings.

Dragging or carrying them home on back.

Setting trees up to make frame for wigwam.

Covering frame with skins and driving in stakes, or laying other saplings on top of skins and rolling large stones to lay at foot of saplings to hold it down.

Representing the Wigwam.

Hold hands, crossed at wrists, over head, keeping good position of body and chest. Let children altogether build wigwam by joining hands at center.

GAMES AND PLAYS OF INDIAN CHILDREN.

A favorite play with Indian children is that of describing minutely an imaginary journey or event as to time, place, incident, interpolating marvels of various kinds, and accompanying all with interpretative gestures and imitations. Such a game would give opportunity for animal imitations and large movements.

Silent Game.

Call out words "Tha-ka"! All repeat and keep silent, without grimace or laughter. The one who breaks down first is "It."

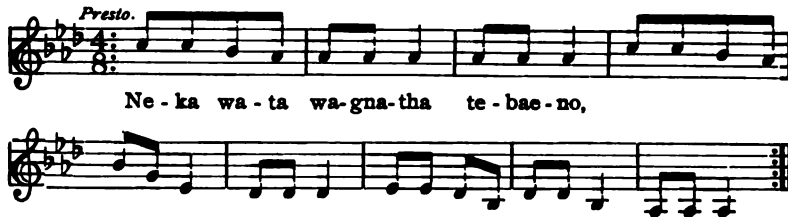
Counting Out Game.

Canadian Indians. The game is described thus: All the children stand in a circle, with two fingers of each hand outstretched. The fingers on which "hun-tip" falls are turned under until all are counted out but three. These children then run, and the last one caught is "It."

Follow My Leader. (With Indian children is much like ours.)

Catch string about waist, or taking hold of short smock, they start off on a trot, winding about trees and stones, thru ditches or the camp fire, intent on mischief. It is a game in endurance and is fine training for the children. The following song is chanted while the children play:

THE CROOKED PATH.



TEN LITTLE INDIANS.

Our own American rhyme, "One Little, Two Little," etc. (Singing Games, Old and New), makes a good characteristic game for younger children. Let them hide, coming when their number is called, furtively and silently taking their places on the circle. When the ten are in let them indulge in a war dance and whoop, then count them out, all stealthily returning to ambush.

INDIAN DANCING.

Indian dancing is developed from the walking step, which gradually increases in speed and motion, first by adding a teetering movement to each step and finally hopping. To this may be added pantomimic gestures of war, bow and arrow, tomahawk, throwing spear, also imitations of characteristic movements of buffalo, bear, eagle, wolf, moose, etc., supply the main incidents of Indian dances. The firm accenting with the feet on the earth and cries increase the effects.

The dances should not be given until the children are fully in the spirit of the Indian. A few suggestions may help in the development of the steps.

1. Children begin walking round the circle, arms and body relaxed, trunk slightly drooping forward.
2. Walk forward stealthily; to loose, easy step, add slight teetering in the knees; feet still on the ground.
3. To the walk and teeter add the hop by lifting knee high and increasing speed.

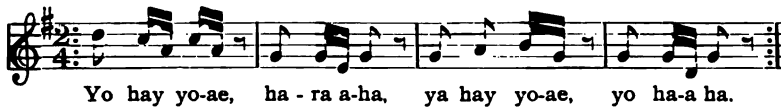
To this add the gesture and the whoop and you have the elements of very good Indian dancing. Only such warriors as have won honors in battle may join in the war dance. While the "braves" dance the musicians, old men, women and children, sit around the

tom-tom singing and beating in time to the music. Such an arrangement would give opportunity for the children to take turns in resting and dancing.

WAR DANCE.



Put this on the board and let the children say the words, and note the five beats against four, then clap it, then say the words and sing them. When all of the children have learned the time, let a group stand in a row, dancing, alternating figures with opposite feet. Use the hopping step, arms relaxed and body well thrown forward.



Ichibuzzhi was a humorous character among the Indians, altho a very brave warrior. The music is funny and the children will enjoy representing it.

Next month a harvest ceremonial of the Indians and other harvest music and games will be given.

*I command warriors.



Art Work in Kindergarten and Primary Grades

ROBERT DULK.

Blackboard Illustrating.—II

CHILDREN love the country, and pictures representing rural life will always appeal to them and hold their interest. Let us therefore take up the drawing of trees and things out of doors.

Illustration 1 shows the initial steps in drawing trees. The reader will observe that the stroke used in the trunk is the one designated as C in our last article and was used in drawing the tumbler, candlestick, etc.; therefore the same methods are applicable here. After the trunk and principal branches are drawn, lay in the foliage; this is done by holding the chalk flat and making a curved, quivering stroke, moving the hand from right to left and vice versa, aiming for a gray tone only. After the entire foliage is laid with a gray tone, put in some strong touches to give variation and light and shade.



ILLUSTRATION NO. 1.

Now let us put in the fence, using a single, bold stroke for each rail and post. Follow this up by scrubbing in a gray tone for the foreground with a large piece of chalk held flat. Now emphasize your drawing with the pointed chalk. A few short strokes in the foreground will give the effect of grass, the fence requires a few crisp touches; so, too, the branches of the tree.

In Illustration 2 we have what many would call a pretentious effort, but in reality it is very simple, since it embraces nearly all the strokes given in the previous subjects. Begin by drawing the line A with one full sweep, using the C stroke. Then sketch in the general proportions of the house very faintly. To represent the clapboards use stroke A, varying the strength on the side and the roof; disregard the windows and door in laying in these strokes. Now indicate the windows and door, and with the eraser rub out the spaces and draw in the details of the sashes. In order to get the effect of the open door and windows we shall make use of a new medium, that of the charcoal, the soft kind, about the thickness of your chalk, and use it in the same manner. The deep shadows under the roof and porch are also touched in with charcoal.



ILLUSTRATION NO. 2.

The distant hill is now put in; also the sky and trees. Then scrub in a gray tone for the foreground and let it blend into line A. Now touch in a few short strokes to represent tufts of grass, and after accenting some of the principal lines of the house, such as the windows, edge of the roof, porch and chimney, your drawing should be a fair representation of a farm house.

We shall now reverse the order of things and use charcoal in place of chalk. Striking drawings can be made with but little effort, and particularly effective is this method in rendering after dark or early dawn effects. As indicated in Illustration 3, square off the space you desire your drawing to occupy. Now fill in a gray tone evenly with a large piece of chalk, and we are ready for the charcoal.



ILLUSTRATION NO. 3.

which is used in precisely the same manner as the chalk. After the trunk, put in the foliage with an up and down movement of the hand, but care should be taken not to have all strokes of uniform depth, or the drawing would represent a flat tree. (See illustration.) The rocks are best drawn with a piece of charcoal about one inch long and used flat. Now draw in the mass representing the middle distance and lastly take the chalk and with the C stroke put in the sky where it meets the distant hill, blending it with the line; this will give the effect of early sunrise or sunset, with the last trace of light on the brow of the distant hill.

As emphasized in the previous article, let me repeat that these illustrations should merely serve as a basis to work up from, simply copying them would defeat the end for which we are working; the teacher would do well to infuse some original thought into her work, and by way of illustration the following hints may be of value to her:

Take Illustration 1—the trunk with the bare branches suggest a winter landscape. Again, the fence might be continued, giving it a bend and showing a roadway. In Illustration 4 we have an excellent subject for using the charcoal in place of chalk, the glow of light coming from the windows and a touch of fading light beyond the distant hill would make an effective drawing and one well worth aiming for.

Pages could be written to show how these three illustrations could be used and made into striking little compositions, but enough has been shown to put the reader on the right path to enjoy that pleasure which comes to us when success crowns our individual efforts.



Program for October*

HILDA BUSICK, NEW YORK CITY.

WHILE writing (and using) this program last year, it was the object of the kindergartner to keep the children constantly in mind. Consequently the topics selected were prefixed by the words "The Children's," thus: September, first week, "The Children's Vacation Experiences"; second week, "The Children's Homecoming: Their Homes." This plan is followed here.

FIRST WEEK.

M. T.—THE CHILDREN IN THE HOMES. Their relation to the other members of the family; the work of each member; the necessity of having work done in time; the helpful clock; how the family goes to church or walking on Sunday; how the mother cares for the children and the father; how she prepares the meals, washes, irons, cleans the house; when and how she receives visitors; how she puts the children to bed; how she spends the evening with the father; how the father goes to business, greets the family upon his return; where and how he has been working; trains, trolleys and subway he has used; how the children help the mother while father is at work; how they help each other; how they go to school; how they play, study, take care of the baby, and help mother to bathe and dress him; what he plays with while older children are at school.

Stories: The Brownies (Kgn. Rev., Vol. 12); Mother Puss (Kgn. Rev., Vol. 12); Margaret's Mother, Margaret's Father, Margaret's Brother, Margaret's Baby (home experiences put into story form).

Songs: Father and Mother's Care (one stanza), Songs and Stories for the Kindergarten; Happy Monday Morning, Songs and Stories for the Kindergarten; Washing Day (adapted), Holiday Songs; Bedtime Song (one stanza), Holiday Songs.

*As will be seen, this program is suggestive rather than detailed, being a condensation of the one actually used. By request, Miss Busick states the particulars in which she sometimes failed to carry out the program exactly as planned, using as she did, the program as a means and not as an end in itself. There is a pedagogical value in the recognition of both successes, failures and incidental changes. Miss Busick seems to have been successful in securing the co-operation of the home, one sure test of a good teacher.—EDITOR.

Games: Dramatize M. T. and "The Family" (finger-play); "The Mother's in the Kitchen" (tune: "Farmer in the Dell"); The Father's Train ("All Around the City"); "A Little Girl and All Her Playmates Ten." Ball games—bouncing, throwing up and catching, throwing to each other.

Finger-plays: All for Baby; The Family.

Pictures: "East, West, Home's Best"; Mother at Work; Father at Work; Children helping, playing, going to school. "Going Visiting."

Mother-Goose Rhyme: Rock-a-bye, Baby.

Rhythms: Skipping (various times).

Gifts: 1st, "Did you ever see a ball?" 4th, Free (to become acquainted with it). Suggested and imitated objects mentioned in M. T., as kitchen stove, ironing table, dining-room table ready for father's supper, the children's beds.

Seeds (mass work): illustrate the finger-play "All for Baby."

Occupations: Drawing free, illustrative of M. T.; the hand, the broom, the duster, bed, the baby's toys.

Clay free and suggested: Mother's iron; mother's pail (wire handle); brother's ball; baby's doll.

Folding: Baby's rocking horse (circle folded across; paper doll).

Construction: Wash-board (corrugated paper and slats).

It is not always possible nor wise to carry out a program just as it is planned. On Monday of this week my Journal states that "the children were not at all responsive, because of the heat"; that one of the children "brought some maple keys from the Park, which we used for stringing instead of making wash-boards." Another day: "Cannot seem to get the children to respond; when one says the mother cooks all repeat and seem unable to recall any other activities." Another statement: "Children not ready to formulate children's plays into the game 'A Little Girl and All Her Playmates Ten';" still another, "Did not make clay balls, but made chains of horse-chestnuts and acorns brought by Vera, and of rose-haws sent by one of last year's mothers."

SECOND WEEK.

M. T.—THE CHILDREN'S FOOD: What they eat, bread, milk, eggs, meat, fruit, vegetables, butter, cereals. (Have the children set a table, using material from our doll's house; make spoons,

knives and forks of silver-leaf.) Preparation of the food; the kitchen stove; cooking utensils; refrigerator; cleanliness. Prepare apples for cooking; one of the children to take them home to be stewed. (Apples and sugar and vegetables and fruit bought the previous afternoon by the children and kindergartner.) Buying food at the stores: weights (pound), measures (quart and pint), baskets, boxes, shelves, bags, barrels, bottles, etc. Transportation of food: trains, boats, wagons, barrels, crates; gathering of fruits and vegetables.

Nature work: Goldenrod and asters; branches of trees, autumn leaves, planting of sprouted acorns brought from the country. A walk on Convent Hill.

Songs: "Going to Market" (adapted), Holiday Songs; "The Greeting," songs and music of Froebel's Mother-Play.

Stories (continue): The Story of Margaret; The Red Apple (Kgn. Rev., Vol. 16).

Games: Playing store, playing house, *i.e.*, cooking, setting tables, serving meals. Trains, boats, wagons carrying food. Gathering fruits. Ball games, same as last week.

Finger-play: "Mother's Knives and Forks."

Pictures: Tommy at the Grocer's; Going to Market; Freight Trains, etc.; The Apple Trees; The Farm.

Mother-Goose: "Little Jack Horner." "Handy Spandy."

Rhythms: Same as last week. Activities mentioned in M. T. used for rhythmical movements.

Gifts: 1st, activities; 2d, trains, wagons, cylinder beads for barrels, cubes for boxes; 3d, suggested and imitated; 4th, suggested and imitated (three groups of children); tables and chairs (acorn cup dishes); stoves, refrigerators (toy pots and pans); 3d and 4th together, stoves, counters, shelves, boxes; seeds (mass) vegetables, fruits.

Occupations: Drawing, illustrative of M. T.; basket, barrel, forks, spoons, pots, wagons, trains, boats.

Clay—small balls; dishes, some fruit or vegetable.

Folding—box (from "checker-board"); basket (from "checkerboard").

Paint clay balls; using "shutter" fold; paint "border" for kitchen floor, mount picture of stove, refrigerator, etc., close doors, paint them on outside.

Cutting—knives and forks; vegetables (two groups of children).

Weaving—mat for table (two groups of children).

On Thursday of this week some of the planned program was omitted in order that we might eat the apple sauce (with crackers), which one of the children had had cooked at home from the apples we prepared in kindergarten.

My Journal records the same lack of responsiveness, even X. Z., whose father has a grocer's shop, could tell us very few of the articles he has to sell. If one says "apples," half the class imitates; perfectly natural to imitate, but makes me think "All we, like sheep, have gone astray"; in games, too, there is scarcely a sign of originality, and thinking; they seem quite incapable, very discouraging.

THIRD WEEK.

M. T.—THE CHILDREN'S FOOD: The milk at breakfast; the "milk-store," the milk wagons to be seen from our kindergarten windows. Transportation of the milk; the trains, the boats and cans at the "Pier" near our kindergarten. The cow that gives the milk; the grass, the hay, the barn. Butter—churn cream into butter. *Nature work*: Branches of oak, sassafras and dogwood leaves; a walk to Morningside Park for grasses.

Stories: "Patsy, the Calf" (Mother Stories); "Grandmother's Birthday Present" (Mother Stories); "Grandfather's Cowboy" (Kgn. Rev., Vol. 14).

Songs: "The Bowl of Bread and Milk" (Small Songs for Small Singers); "The Story of the Butter" (Sung to the Children); Song Stories for the Kindergarten.

Games: Dramatize M. T.; *i.e.*, buying and selling milk; trains, boats, wagons, etc.; ball games—throwing balls into a basket.

Finger-play: "Making Butter."

Pictures: Cow; haying; barn; milking, churning; picture in sand table of field, barn-yard, hay wagon, barn; railroad, milk train, station, milk wagon.

Mother Goose: "A-milking, A-milking."

Rhythms: Swaying grasses; reaping.

Gifts: 2d, churning; 3d, sequence thru imitation suggested, wagon, train, fence (younger children); 3d and 4th, table and chairs, wagons, trains (cylinders for milk cans, toy milk cans); 4th,

fence (cylinders and sticks for grasses, toy animals); (older children).

Occupations: Drawing, illustrative of M. T., wagon, train, churn, milk bottle; grasses.

Clay—bowl and spoon, milk pail, churn.

Cutting—leaves (without outline); cows (with outline).

Painting—coloring leaves; coloring cows.

Weaving:

In our walk in Morningside Park we saw a robin feeding on some red berries on a tall bush, something like a hawthorn. One of the workmen sharpened his scythe and also cut some tall grasses for us with his large reaper. These grasses we used in our sand scene. Because of the rain on Friday we did not make butter, as only fifteen children were present; we changed the program, talked about the rain, watched it streaming down our window panes, saw the "rivers" running down the gutters, a "bridge" at the crossing where the "puddle" was very wide and deep; sang "The Rainy Day," drew pictures of children coming to kindergarten in the rain, made borders with rings, worked on the new furniture for the doll's house.

FOURTH WEEK.

M. T.—THE CHILDREN'S FOOD: Butter making. Bread, where it comes from. Children relate experiences of bread-buying. The baker's shop; children describe our visit to it; mix dough (one of the children takes it home to be baked). The flour, the mill, the miller. The farmer and his wheat; grind some corn kernels into meal.

Nature work: Autumn leaves; cocoons; wheat, oats, corn.

Stories: "Nero at the Bakery" (In the Child's World); "The Gingerbread Baby"; "The China Rabbit."

Songs: "Pat-a-cake" (Songs and Music of Froebel's Mother-Play); "The Stream" (Songs and Stories for the Kindergarten); "Go, Mill, Go" (Hofer).

Games: "Farmer in the Dell" (Hofer); Dramatize M. T.; "The Baker's in His Shop"; "The Farmer's in the Field"; ball games—aiming at "tower."

Finger-play: Merry Little Men.

Pictures: The Baker, the Miller, Mill, Plowing, the Plowed Field, Sheaf of Wheat, Nero.

Sand picture—Sheaves of Wheat in Field, Mill, Stream.

Mother Goose: "Pat-a-cake."

Rhythms: Stream, running (water), new skip (3 steps, tune: "Happy Wanderer").

Gifts: 2d, The Mill.

3d and 4th, baker's shop and wagon; the counter and shelves, bead cubes for loaves of bread, tablet circles for cakes and pies; baker's oven; fence around farmer's field.

4th, alone—younger children, same objects.

Occupations: Drawing illustrative of M. T.

Coloring autumn leaves, churn, the coffee mill (with which we ground some corn into meal); clay churn, loaf of bread, barrel (of flour).

Folding and mounting mill (simple form, two corners of the square to the center, circle for the mill wheel).

Construction: Making bags in which to carry home corn meal; this to be cooked and brought back next day in a dish, with a spoon, to be eaten in kindergarten.

Weaving (older children); stringing acorns (younger children).

This week's program was not fully carried out, because it took more time than was expected to mix the dough, to churn the cream into butter, to eat the bread and butter and the corn meal. Several mothers baked the corn meal into corn bread. There are many things which cannot be put into a program, and which are very important; the work and play before nine o'clock, the free play periods, the drawing on the blackboards, looking at picture books, the little sense games, as smelling flowers, perfume, paste, listening to the scissors-grinder's horn and bell, the different horns of automobiles, rustling of paper, etc.

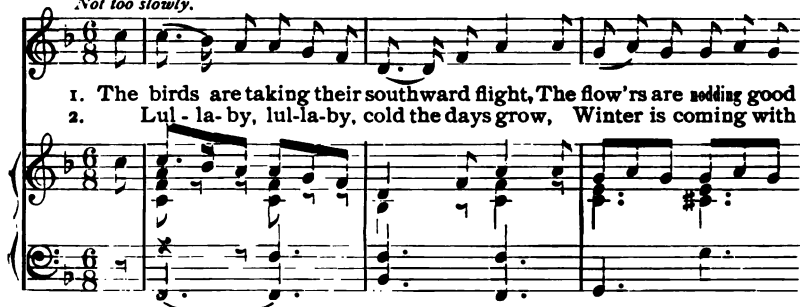


NATURE'S REST SONG.

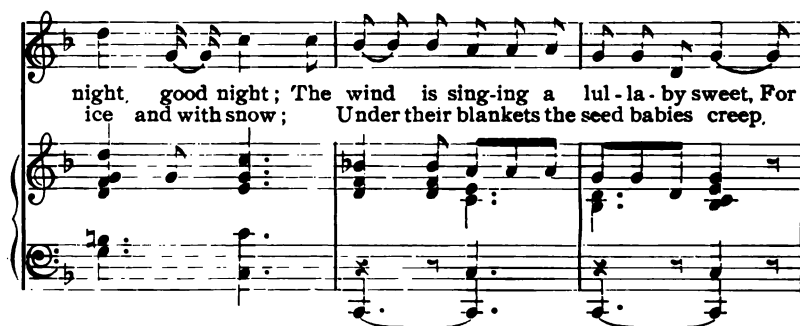
Words by HARRIETTE M. MILLS.

Music by ELSIE A. MERRIMAN.

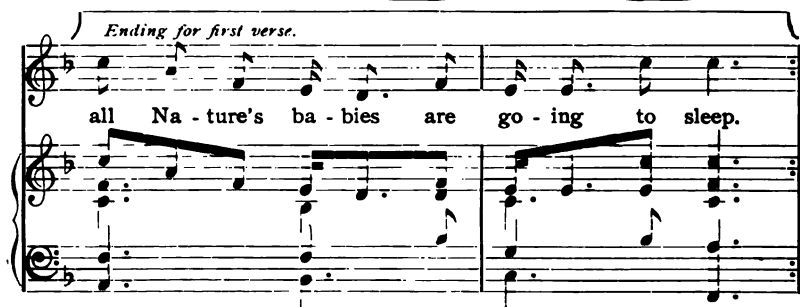
Not too slowly.



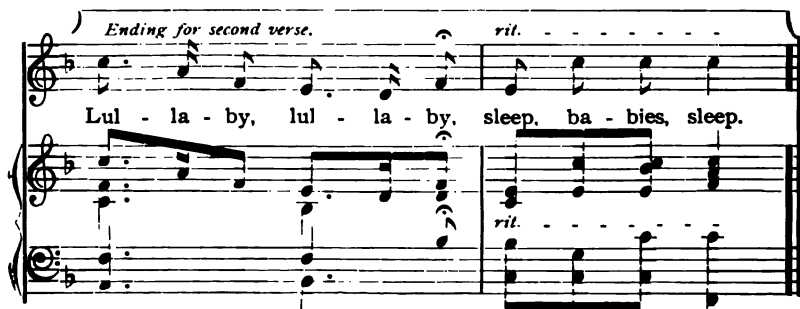
1. The birds are taking their southward flight, The flow'rs are settling good
2. Lul-la-by, lul-la-by, cold the days grow, Winter is coming with



night, good night; The wind is sing-ing a lul-la-by sweet, For
ice and with snow; Under their blankets the seed babies creep.



Ending for first verse.
all Na-ture's ba-bies are go-ing to sleep.



Ending for second verse.
Lul-la-by, lul-la-by, sleep, ba-bies, sleep.
rit.

Arthur's Rabbits

(One of "Grandmother's Stories")

Once three little rabbits lived under a tree,
They were pretty as ever three bunnies could be;
One was named "Hurry," another was "Scurry,"
The third one was called "Little Hoppity-wee."

One morning Miss Hurry got out of her nest,
And went about smelling for food she liked best,
Then Scurry ran out, but Hoppity-wee
Said: "I know I am late, but *please* wait for me."

To the garden they went with a hop, skip and jump,
They stopped on their way for a drink at the pump,
Then off again, faster and faster they ran,
Till they came to the lettuce—then breakfast began.

Oh! how they nibbled that lettuce so good!
Said Scurry, "I think this is *fine* breakfast food."
They ate and they ate, till the lettuce was gone,
Then started to scamper home over the lawn.

But there, they got scared; for right in their way
Stood a big black dog, whose name was Tray.
"Bow-wow!" barked old Tray, "now *I'll* have some fun,
I'll chase those three rabbits and see how they'll run."

So with a loud bark, a run and a leap—
He rolled the three bunnies right up in a heap.
The poor little rabbits! They trembled with fright,
For they felt pretty sure that the big dog would bite.

But he didn't: he just rolled them over and over
On the soft, green grass and the sweet, pink clover;
For all that he wanted was just some good fun,
Just to scare them a little, and make them all run.

But Hoppity-wee saw a good, clear track,
And she said, "*I'll* be off while my fur's on my back."
Then Hurry ran off while Tray was so busy
Attending to Scurry, it made him quite dizzy.

At last Scurry, too, gave a bound and was free,
Saying, "Never again shall a dog catch me."
Then all three ran safe to their home near the tree,
"Hurry," and "Scurry," and "Hoppity-wee."

Some Editorial Notes

THE question of child-labor is one which comes close to the heart of the kindergartner, who knows so well the possibilities for development and power, which lie hid in child-play. She may consider herself truly blessed in the opportunities open to her for enlightening parents upon the real meaning of the child-labor laws.

Thru her visits to the homes of the children and the confidence thus won, she not only learns to see the subject from the mothers' standpoint, but here and at Mothers' Meetings she can often show the suspicious parents her viewpoint; show the real, beneficent purpose in child-labor and compulsory education laws.

Often the parents, foreigners, illiterate themselves, coming from countries where their paternal rulers did their thinking for them, do not understand the necessity for their child's future well-being, of a body strong and active, a mind alert, a capacity to read and write and think. They do not realize the nature of the strenuous life struggle their child must meet under tense modern conditions. Hence, in their short-sightedness, they prefer the mill or factory or shop, with its *present pay*, to the school with its indefinite promises. This applies also, alas, in the South, to poverty-stricken Americans of pure stock, lured to the mill-towns by promises of ready pay. The kindergartner can teach the mother that if allowed to go too soon to work the child is doomed to a stunted body, a weak will, ill health, or an early death.

She, with statistics at hand, can prove that the employment of the child reduces the wages of the father.

She can point out the value to the child and to the home of the years in play and at school, which eventually will increase his earning capacity, while establishing him in health.

And when confidence is fully won she can appeal to the larger, deeper sense of patriotism and piety. The child is not ours to destroy. It is God's and our country's, and is to be saved and trained for their service.

But while educating the mother to this viewpoint the kindergartner will very often find it necessary to use her influence with superintendent and school boards for the introduction into the

schools of manual training, cooking, sewing, and such branches as make a concrete appeal to the parents as being worth while because contributing to the child's success in life.

If, on the other hand, the kindergartner's work lies with the children of the well-to-do, she will find or make opportunity to discuss with these mothers this all-important question, and so learn to co-operate with them in saving the children pressed by fear or poverty.

As modern industrial conditions have withdrawn so many home employments that formerly trained the child's active mind and body in the direction of future usefulness and self-control, the kindergarten principle of educating thru natural and pleasant employment of the mind and body simultaneously is surely opportune. There is a vast difference between the little child happily making paper boxes or stringing colored beads in his play at kindergarten, and the little child, Elsie by name, four years of age, of whom her mother said she made 19 cents the other afternoon, "jes' stringing." This mother said that only one day did they stay until nine P. M. as the others do.

In the matter of properly caring for her working children the *Child-Labor Legislation Hand-Book* for 1906 informs us that the U. S. must be classed with lagging Russia rather than with the enlightened nations of Europe. Russia and the U. S. both permit little children to work all thru the night. Happily for our self-respect there are individual states that have removed this blot from their 'scutcheon.

The hardened criminal who, in wronging the individual in body or property has broken the laws of the State, we sentence to eight hours of labor in some penal institution. By *negligence* in *enacting* or in *enforcing* righteous laws for the protection of the weak we condemn children who have committed no crime to hard labor, often for ten hours a day or night; often in occupations dangerous to life or limb.

In the making of glass Ohio finds quite possible what Illinois says cannot be done. It finds machines and boys of sixteen can re-

place the child. They still turn out beautiful products in whose shining surfaces lurk no reflections of toil-worn faces, old and wicked before their time.

Again, experience proves that when necessity in guise of justice insists, the 20th century brain is equal to inventing devices to do what the children do now. It is laughable, were it not so tragic, that in this age of the phonograph, and wireless telegraphy, and innumerable labor-saving machines, any manufacturer should plead the impossibility of substituting something more humane for the labor of tiny fingers.

What relation to the too early employment of children and to the truancy question have the 30,000 children, for whom there are no seats in the New York schools this fall? And how does it happen that altho new schoolhouses are put up every year, there are never enough to supply all of the children?

In nearly every business the law of averages has been worked out pretty closely. Why should it fail here? Possibly because there has been no systematic effort to find out what is the law governing the annual increase in the number of children. The continual increase due to immigration has to be reckoned upon, as well as the annual birth rate. It would seem that the surest way to obtain at least an approximate idea of numbers would be to undertake numbering of the children of a city (unless there were some one upon the Board of Education who was phenomenally good at guessing).

Some ten years ago an act was passed empowering the taking of a census of the school children every two years. A census was taken two years later. Since then there has been no counting of the school children, and the guessing does not seem to have been very successful. The money for such an object has been at hand every year, and New York, the metropolis of the Continent, has ample funds to give all of her children the school buildings and the education necessary to make them into good citizens. Thanks to those interested in the child-labor question and in the compulsory education laws, a census of the children is promised for October of this year. Another year it is to be hoped no child will be without a seat and full time in school. Too many school buildings will be cheaper in the end than too few.

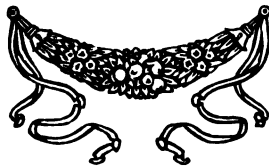
The most recent attempt at a universal language seems to be making good progress. There has been a very successful Esperanto Congress at Geneva this past summer, its sessions dealing with various subjects as: the Red Cross, temperance, socialism, chess, education, peace and the sciences, all discussed in Esperanto.

The delegates from the United States were enthusiastic regarding the possibilities and usefulness of Esperanto in traveling. Professor A. N. Grillon, of Philadelphia, and Professor Huntington, of Harvard, actively participating in the debates. The Esperanto Congress of 1907 will be held in England.

As conditions have demanded the invention and use of shorthand to simplify and expedite affairs of business, so the increase of trade and scientific intercourse with foreign countries makes necessary the invention of a practical language which will unite the nations. Mutual intercourse means mutual understanding, and as "we cannot hate those we know," any movement which makes for the better acquaintance of the peoples means a step forward toward universal peace. Esperanto will surely be an instrument in the education of the nations towards all that makes for the good of mankind.

Will it ever be taught in the schools?

The child-labor problem has claimed so many of our pages this month that the second instalment of Dr. Earle's series, Studies in Froebel, has been postponed for the November number, as have some of the letters from training teachers suggesting topics of vital importance.



Notes from the Kindergarten Field

The following constitution for the Mothers' Clubs, of the city, formulated by Dr. Jenny B. Merrill, Supervisor of Kindergartens, Manhattan and the Bronx, will doubtless be helpful to many contemplating the formation of such an organization:

CONSTITUTION OF THE MOTHERS' UNION OF P. S. NO. —.

ARTICLE 1.—*Name.*

This association shall be called THE MOTHERS' UNION OF P. S. No. —.

ARTICLE 2.—*Objects.*

The objects of this Union shall be: 1st, to study children; 2d, to interchange views upon the training of young children with kindergartners; 3d, to establish the "story hour" in the home; 4th, to encourage the use of good picture books in the home; 5th, to encourage indoor and out-of-door gardens for children; 6th, to assist in planning walks and excursions for children during the entire year, including vacation time.

ARTICLE 3.—*Membership.*

Any mother of a child attending the kindergarten of the school is eligible for membership. Mothers of children who have been promoted from the kindergartens may continue as associate members upon a vote of the regular members.

ARTICLE 4.—*Directors.*

The affairs of the Union shall be conducted by an Executive Board which shall include, *ex officio*, the principal or the assisting principal of the school and the kindergartners.

Said board shall have power to add to its members and to fill vacancies in its membership as they occur. The usual number of officers shall be elected annually by the Executive Board from among its members.

ARTICLE 5.—*Meetings.*

The annual meeting of the Union shall be held early in April for the election of members of the Executive Board. The meeting of the Executive Board for the election of officers shall be held later in April. The regular meetings of the Union shall be held monthly thruout the school year, and upon a stated day of the week.

ARTICLE 6.—*Standing Committees.*

There shall be appointed from time to time the following standing committees—viz: A committee on topics for discussion, a committee on music and pictures, a committee on literature for parents and children, a committee on gardening and a committee on social entertainment.

JENNY B. MERRILL,
Director of Kindergartens.

The Cincinnati Kindergarten Training School, in addition to regular courses, offers special courses of varied length for those desiring general culture or preparation for home-making, child nurture, governess or mission work. It offers a graduate course and a primary course as well.

Isolation surely characterizes the kindergarten no longer. We are making connection with all departments of education, or are they making connection with us?

Among the present faculty of the school are Mina B. Colburn, superintendent; Julia Stanley Rothwell, principal; Mary Elizabeth Weber, Grace Anna Fry, Mrs. Clara Zumstein Moore. Special lecturers are: Miss Blow, Professor Marco F. Liberman, Michael Frederick Guyer, Dr. Frances Murdoch Hollinghead. Observation and practice are given in all kinds of kindergartens. Eighteen Mothers' Associations give wide experience in the organization and conduct of such meetings. The music is in charge of Walter A. Aiken, of the public schools, and art is directed by Wm. H. Vogel, also of the public schools.

The Davenport, Iowa, Kindergarten Association had for one year such an interesting program that we give it in some detail. Miss Hertha Petersen was supervisor of kindergartens at the time and Mrs. A. C. Shaffer was president of the organization. The study topics were: The Child from His Own Standpoint, Imagination and Memory, Truth and Falsehood, Nutritive Value of Foods, Stages of Transition, Children's Questions, Common Physical Defects of Children and Their Prevention, Character Building, Primitive Childhood and Folklore, Nature Study, Literature for Children, Musical Development of Children, Aesthetic Side of Child Nature, Family and Self-Government.

Under the name of the New York Froebel Normal (E. Lyell Earle, Ph.D., principal), have been consolidated the Froebel Normal Institute and the Teachers Institute (the latter conducted by Dr. Earle for eight years, at 135 Manhattan Avenue). Miss Harriette Mills, for four years at the head of the kindergarten in Teachers College and the Speyer School, will have charge of the kindergarten and primary departments.

The Elliman School and Kindergarten Normal Training Class, 167 W. 57th St., N. Y. City, opens its twenty-fourth year with a partial change in administration. Mrs. David E. Sayre, formerly Mrs. W. B. Elliman, retains her interest in the school and the supervision of it, but has appointed as acting principal Miss E. A. Fleming, who has been closely associated with the management for eleven years.

Mrs. Olive E. Weston, of Chicago, will conduct a course of study for the teachers of South Bend, Indiana, the twelve subjects being selected from a course of twenty by a Committee of Principals, as follows: Eugenie Dodd, John A. Byers, Fred A. Hite, Lillie A. Memhard, Arthur Moon. The subjects are: Relation of the Home and the School; Relation of the School and Society; Relation of the Kindergarten and the School; Relation of the Child to Nature; Relation of the Teacher to the Child; The Child—A Three-Fold Study; The Significance of Play; The Value of Hand-Work; Ethics of Child Government; Adolescence; Importance of Individual Work in Teaching; Value of Stories and Books. The dates are October 26 to April 19.

Book Notes

SONGS EVERY CHILD SHOULD KNOW. Edited by Dolores Bacon. This is an age of research and compilation, and now the happy idea has come to a publisher to put into one volume those airs which for one reason or another have secured a lasting place in the hearts of the people. The words and the melody are given. The average instrument player can supply the needed chords. That there is a very great variety is seen from the classification. There are many under the heads of Songs of Sentiment, and of War. The stirring national airs of America, England, France and Russia are given, and the less familiar ones of Sweden and Finland. Songs of Patriotism is another heading, and three military nonsense songs are included: "Dixie," "Lillibulero" and "Yankee Doodle." Seven of Shakespeare's charming songs will be found, and among the miscellaneous are lovely ballads and quaint, rare songs, some familiar, some seldom heard. School children and all who loved the old tale of how Blondel found Richard the Lion-hearted, when a prisoner, by singing the song they had composed together, will be delighted to find here this early antiphonal song. There are many others of equal interest, the interest being enhanced by the brief historical or explanatory note which introduces many of the songs. Published by Doubleday, Page & McClure, N. Y., 90c.

SCISSOR PICTURES. A Work Book and a Picture Book for Children in the Home and School, by Ethel Elaine Barr. Seventy pages of silhouette pictures, many to a page, reproduced from scissor cuttings as suggestions for children, parents and teachers. Objects with simple outlines have been chosen, these including examples from the world of animals and vegetables; children at work and play; illustrations of old rhymes, etc. There is a group for each of the seasons, and it is shown how to get double effects by care in so cutting out the image that the opening left gives another picture. The child too young to wield the scissors will enjoy the pictures. The introduction explains to the uninitiated the value of paper-cutting to the child and gives ideas as to method and means. Rand, McNally Co., Chicago.

EIN GLÜCKLICHES JAHR (A Happy Year. Recollections grave and gay of the student days of a kindergartner), by Marie Müller Wunderlich.

This German book is to be recommended as excellent reading to those young girls who are to choose a calling, or in whom the desire for suitable application of their abilities and a greater unfolding of personality is strongly making itself felt. From personal experiences the author presents in the form of a story the school days of a young energetic kindergartner and kindergarten director. Thru the enthusiasm with which this one endeavors to follow the paths of Froebel, and by the deeply felt and faithful representation, she will surely awaken in many a young girl an inclination for the pictured vocation, whose significance for women is by far not yet sufficiently appreciated and recognized. Since the story refrains from any intentional case of flowery language, but presents only true episodes gained from life, pictures that really appeal to us, it will certainly obtain new friends and adherents for a study which especially points out to woman the high office of being fellow workers in the ennoblement and betterment of humanity.

THE WEDDING GOWNS. A Keepsake, by Emma Moffett Tyng and Agnes E. Crane, is a volume intended as a gift for a bride. Bound appropriately in white watered silk, decorated with orange blossoms in gold, it has pages reserved for the preservation of all the various souvenirs connected with a wedding. There are pages for holding bits of the wedding and traveling gowns and spaces intended for the wedding cards, signatures of bridal pair, clergyman, ushers and friends; record of flowers, lace and jewels worn; list of gifts, notes of the wedding journey, notes of congratulation, telegrams, etc. Also photograph and press notices. Fitting drawings and couplets embellish every page. Price \$5.00 and \$8.00.

In *Good Housekeeping* for September, Dr. Gulick says in his article on *Fatigue and Its Consequences*:

When we are tired out, we are not ourselves. A part of us has temporarily gone out of existence. What remains is something which belongs to a more primitive state of civilization.

Our personalities are built up in strata, one layer added to another. At the bottom lie the savage virtues and vices of our remote ancestors. The code of moral of cliff dwellers and hunting tribes still holds there. At the top lie the higher attainments of an advanced society—the things that have taken hundreds of centuries to acquire. In men patience is one of these, modesty is another, chastity and a fine sense of justice and personal obligation belong in the list, too.

Now, when fatigue begins to attack the personality, it naturally undermines these latest strata first. When a man is exhausted, he finds it difficult to be patient. That is not his fault, it is because fatigue has forced him back a few hundred generations. His self-control is at a low ebb. The smallest annoyances are enough to make him lose his temper.

The same holds true of all the list of recent character acquisitions. Many temptations are more violent and harder to resist when a man is fatigued. His moral sense is dulled. He loses the vividness of his distinctions between right and wrong, honesty and dishonesty.

We degenerate from the top down. The last thing acquired is the first lost. Therefore, bodily vigor is a moral agent. It enables us to live on higher levels, to keep up to the top of our achievement. We cannot afford to lose grip on ourselves.

If this be true (and who will gainsay it) what is to be said of the chances for the character making of the child worn out with long hours, day in, day out, of weary toil? What will be his power of resistance to the temptations that meet him on every hand?—EDITOR.

The librarians of the country gathered from far and near to attend their annual convention which met this year at Narragansett Pier in June and July. We call the attention of our readers to a very excellent book-list secured there, compiled by Miss Caroline M. Hewins, of the Hartford Public Library, and to a "List of Good Stories to Tell to Children Under Twelve Years of Age," published by the Carnegie Library of Pittsburgh. We were interested also in specimens of a leaflet edited by the Cleveland Public Library. It is called "The Children's Leaf." One number, a "Girls' Number," contains an article by Grace Greenwood on "Sir Patrick Spens," hero of ye olden tyme. The famous old ballad of which he is the hero, is then given. There is also a list of boy and girl heroes and a list of stories about lost children. Another number contains Christmas poems and a list of "Good Books with Good Pictures," with the library number of each. This leaflet idea seems an excellent plan for guiding the children's tastes.

Pedagogical Digest Department

A Contrast

E. LYELL EARLE.

“**L**OOK with me into this educational room and into this circle of more than eight boys of from seven to ten years old.

On the large table in the much-used room stands a box with building-bricks (blocks in the form and relation of the mason's bricks, each length about one-sixth of the actual size, of the most beautiful and multiform material which can be furnished to the growing power of the boy as means of representation); sand and saw-dust have also their place in the room; and the last walk into the beautiful fir wood has given a rich supply of beautiful green moss.

“It is the time for free work, and each has now begun his work for himself. There in that corner stands, quite hidden, a little chapel; cross and altar indicate the spirit of the idea: it is the work of a little quiet boy. There on the chair two boys have undertaken together a considerably larger work: it is a building of many stories, which looks from the chair, as from a hill, into the valley. But what has that boy built so quietly under the table? It is a green hill, on which is enthroned an old ruined citadel. Under the hands of others a little village has extended into the plain.



LEARNING HOW TO CO-OPERATE IN PLAY.

"Now each has finished his work: each now looks at it, at the work of the others, and at the others. To each comes the thought and wish to unite the isolated building, to form a whole, and scarcely is the wish recognized as common to all than roads are laid in common from the village to the ruined citadel, from the citadel to the castle, from the castle to the chapel; and meadows and brooks are made between them.

"Or, if you are there another time, some have made a landscape of clay; another has made a cardboard house with windows and doors; and another again has made boats of nut-shells. Each one now looks at his work: 'It is good; but it stands alone.' He looks also at his neighbor's work: 'It would be much prettier together.' And soon the house stands like a castle on the hill of the landscape; and the boats swim on the little artificial sea; and, to the delight of all, the younger brings his shepherd and sheep to graze between the hill and the lake. Now they all stand and look with satisfaction at the work of their hands.

"Or down yonder, by the spring, by the brook, how busy the older boys are with their work! They have built canals and locks, and bridges and seaports, dams and mills; each boy undisturbed by the others, and not noticing their work." . . . etc., etc.—*Friedrich Froebel in "Education of Man."*

Look with me into another room where a hundred boys and girls of from ten to fourteen are employed. It is a long, low room



FREE PLAY BEFORE KINDERGARTEN OPENS

with dirty windows. The air laden with waste from the cotton and the stench of machine oil. No sunlight ever pierces thru this gloom, and the children who come before daylight in many months of the year and leave after the sun has set, have but a scant day a week to put some color into their pale, emaciated faces.

It is time for work to begin, the whistle blows, the machine starts with a rumble and a groan and the little fingers become busy in gathering up the threads of the cotton, and the young eyes become fixed on the flitting loom, and the whole body becomes tense with strained attention lest a thread be lost or the grasp of the machine drag the young arm into its merciless meshes.

This is not the kindergarten of Froebel, but the cotton mill in the South, where thousands of young lives are being spent daily, robbed of the natural right of childish development and childish preparation for manhood.

Or, look again into this coal breaker, where all is a gloom excepting the pale faces of the boys with the black, sooty rings around the mouth and eyes, and the occasional flicker of the miner's lamp lighting up the awful pit of destruction. The giant breaker smashes the giant boulder of coal and the little fingers pick out the slate and the waste and breathe in the poison and the dust, all the while hungry for the instinctive joys of youth that are never to be theirs and



Courtesy Cosmopolitan

THE CHILD AT THE LOOM

whose absence is to place their offspring another remove from the strength and vigor of possible manhood.

This is not the ideal kindergarten room that Froebel saw the boy and girl had a right to. It is not the joyous schoolroom where the work of his hand, informed with the budding spirit of his youthful mind, must point the way to the real appreciation of life in its social, intellectual and physical values.

Let us contrast these two pictures, and the many others that rush to our mind at the thought of the child-labor evil in our country to-day, and let us see which of these speaks best for future manhood and citizenship. Let those of us who stand for the child and for his rights,—and in standing for the child and for his rights are standing for the man and his duties and privileges,—let us try to multiply the beautiful scene that Froebel describes in his kindergarten and early school, so that every child will be brought into possession of all the good that the race has handed down to him, and that he in his turn will be able to transmit it improved to those that come after him. The home, the state and the church,—everything that is of possible efficiency in this matter, should be won over to co-operation.



Courtesy Woman's Home Companion

"Ratsy," who last year was working in a breaker at fifty-five cents a day of ten hours



Courtesy Woman's Home Companion

Little Peter Swambery, a wage-earner at twelve, with an empty sleeve at sixteen

Some Aspects of the Child-Labor Problem

E. LYELL EARLE, PH.D.

THESE is every reason for a people to be hopeful of the future when the recent movement in favor of giving the child a fair chance to start his life work with an adequate physical and mental equipment has called forth such a generous and general response. There is no necessity here to draw on the imagination or appeal to the emotions of the reader with fancied cases. The facts are so full of true pathos, and so many and varied in their kind that one must close one's eyes not to see them in every community.

In some places the evil of child labor may appear more general than in others, and the child may be deprived of any compensating circumstance. But in almost every section of the country it exists. Take, for instance, the child in any great city, like New York, Chicago, Boston, or St. Louis. There are no mills, or mines, and not so many factories where the law is wantonly violated; but there is a species of child bondage worse than the slavery of the loom, the pit, or the lathe. New York City alone employs almost five thousand messenger boys. This is a larger number of children than is engaged in any single mining or manufacturing center in the country. Think of the age of a majority of those boys; of the hours they work; the places they go; the dangers to which they are exposed; the filthy back room where these boys congregate without careful supervision; the irregular meals; the omnipresent, murderous cigaret; the vile subject of conversation, or the viler yellow covered story. Have we not right here at our doors evils in child labor more harrowing in fact and more terrible in their results than were ever witnessed in the coal breaker, or the mill? These boys are sent into the most infamous places, race tracks, prize fights, low cafés, even brothels, at an age when the refining influences of home and school and true religion should be a source of life nutriment.

Are the corporations not rich enough to employ men for this work? Why should the child, the sole hope of our future manhood, be made the ally and the victim ultimately sacrificed to lust and to Mammon? School superintendents, school boards, teachers, parents, all good citizens should rise up and protest against this most infamous species of child slavery.

If boys are to remain as messengers, then let us have a law, similar to the newsboy law. Let the age be at least 16 or over, the hours 8 at most, the rooms where they wait clean and supplied with clean literature, and the boys themselves kept free from the filth we see so common among messengers boys.

Let those of us who live in glass houses be careful of the stones we cast at the mine, the mill and the shop.

The magazines are supplementing the work being done so faithfully by the Child-Labor Committee. The schools and schoolmen are not doing all they could do in this great movement.

The Woman's Home Companion—the very name is beautiful—has led in this great crusade. The editors have placed their pages, their brains and their material at the disposal of the child, and *THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST* acknowledges the courtesy with full appreciation. The last three issues of that magazine have been devoted in a large measure to child enfranchisement.

DR. LINDSAY'S STATEMENT OF THE PROBLEM.

Dr. Samuel McCune Lindsay, Secretary of the National Child-Labor Committee, states the problem as follows:

More than one in six of all the children in the United States from ten to sixteen years of age are employed in some gainful occupation—that is, in working for wages for some employer. That comes perilously near the child of any reader of these pages. The margin of safety is too small. The danger to democratic institutions, which must depend on the vigor and intelligence of our citizenship, is too great. Child labor strikes at the roots of democracy, and presents the greatest moral issue the American people have had to face since the Civil War. Our states cannot afford to let individuals enslave themselves before they have reached the age of discretion.

As a matter of fact, one object of the child-labor agitation, and an inevitable consequence of its success, is the enlargement of public school facilities, provision for industrial training that will educate, and not exploit, the lengthening of the school term, and the extension of school facilities so as to direct the energies of the child outside of school hours as well as in them, and during vacations as well as in term time.

If we are to have a national standard respecting the employment of children, secured thru state legislation, it will be neces-

sary to have the people in every state informed of the facts concerning the devastation of childhood that is going on more rapidly in the manufacturing states and in the larger cities, and is less rapid but equally imminent in the agricultural communities in which manufacturing industries are gaining ground. To ascertain the facts and present them authoritatively, to offer the advantages of a clearing house for such information, and to present to the state legislatures and to state and local child-labor committees suggestions respecting legislation from a central board familiar with the facts and legislation in all parts of the country, the National Child-Labor Committee was organized.

The National Conference of Charities and Correction met in Atlanta in 1903, and men and women from the North and the South came together, and both heard and saw the child-labor question presented in all its ugliness. The next step was a meeting in New York, in April, 1904, called by representative citizens from all parts of the country at the instigation of Mr. Murphy, and out of this came the organization of the National Child-Labor Committee.

DIFFICULTIES TO BE MET.

Many problems arise in the attempt to perfect child-labor legislation and to raise the standard in states where a beginning has already been made. Legitimate cases of poverty must be provided for, and local societies encouraged to raise and administer school scholarship funds given as a sort of pension to the child under the legal age who must assist in the support of the family upon condition that it attend school until it is legally entitled to work. This is a public burden which the women's organizations and clubs have generously assumed in some states. The little Republic of Switzerland provides for such cases from public funds. Here in the United States private agencies must be encouraged to take this matter up in every locality.

Acting upon the initial suggestion of Miss Lillian D. Wald, of the Nurses' Settlement, in New York, and a member of the national committee, we have brought to the favorable attention of the President and his cabinet, and have had introduced in Congress, a bill providing for the establishment of a Children's Bureau in one of the departments of the national government. This is to be a bureau, co-ordinate in power and functions with the Bureau of Education and the Bureau of Labor, and in a sense supplementing and completing

their work, not duplicating any work they or the Census Bureau are now doing. Do the Bureau of Animal Industry, the Bureau of Fisheries and the several bureaus of the Department of Agriculture dealing with the soils, seeds and crops of the country, and furnishing the latest scientific facts relating to these subjects, pay? Of course they do, and a bureau dealing in an equally expert way with all the problems of child life will render a thousandfold more effective the work which good men and women are doing in every state of the Union. It will give the help they have a right to ask from their national government, and which the citizens of England, France and Germany now get from their governments. It will multiply, not diminish, the millions of dollars now spent by private philanthropy in the work of social uplift, where it counts most as a national asset, in the children of to-day, the citizens of to-morrow. If Congress has the wisdom to provide adequately for such a bureau in the near future we may also hope that the President will see that this bureau is organized largely by and under the direction of the devoted women of the country who have worked so faithfully in this great cause.

IN THE SHADOW OF THE COAL-BREAKER

Mr. Owen R. Lovejoy, Assistant Secretary of the National Child-Labor Committee, paints a true picture of child-labor conditions in the coal regions of Pennsylvania.

TWELVE THOUSAND DUSTY LITTLE TOILERS.

Twelve thousand little boys ranging in age from nine to fourteen years, are believed to be working in the coal-breakers of the anthracite field. This estimate was made a year ago after an investigation by the National Child-Labor Committee. Another investigation just completed, also covering an extensive area of the region, confirms the former estimate, although, unfortunately, no accurate figures, either official or unofficial, are available.

HOW THE "BOSS" LOOKS AT THE PROBLEM.

"I went to the breaker when I was eight years old, and it never done me no hurt!" declared the burly breaker-boss. He yelled his conviction of the benefits of child labor close to my ear, for in the din of the machinery and the metallic rush of coal down the dusty chutes the ears were confused by the deafening roar no less than were the eyes by the dense cloud of coal-dust that surged around us.

The breaker-boss was a kindly man, and the heavy cane in his broad hand was probably used less to caress the backs of the riotous breaker-boys bending over before us than to save his own limbs as he went from place to place through that darkened building.

"The little devils like it," he continued, as some remark from his sentimental visitor expressed a protest against such work for little boys. They sat, about forty in number, bent over the troughs in which the coal came pouring down from the crushing machinery, and with rough and hardened but deft little fingers picked out the slate and rock and "bony" from among the pieces of coal. Indeed, the jovial grins on the black faces of the boys as they watched the stranger feel his way through the dust and among the timbers of the breaker seemed to confirm the eulogy upon their occupation. The dust which blinded the eyes and filled the nasal passages, and choked and strangled one unaccustomed to such air had become



Courtesy Woman's Home Companion

This child, ten years old, and weighing less than 65 pounds, was found in a dark tenement cellar in the Pennsylvania coal regions. His slender body and tender years had not prevented his sacrifice by drunken parents. Rescued from the dusty and dangerous coal-breaker, he has been placed where he will have an opportunity to become a respectable citizen.

their element, and one instinctively felt that were they brought into the sunlight they would blink and shrink from the glare of day.

The difficulty of getting reliable information from children or parents has been multiplied tenfold in the year, and the assertion is made without qualification that under the present law in Pennsylvania no census of working children could be relied on as approximating accuracy.



Courtesy Cosmopolitan.

AT THE APPROACH OF THE INSPECTOR THE CHILDREN HIDE BEHIND BALES OF COTTON

When it is remembered that practically every breaker-boy has a sworn certificate, obtained often by fraud or graft, that he is fourteen years of age, and has been taught the importance of ever keeping that age in mind, the gatherer of statistics will appreciate the difficulty of securing any reliable information.

FOOLING THE MINE INSPECTOR.

In rare bursts of confidence boys twelve and thirteen years old, who tend doors inside the mine, where child labor is forbidden under sixteen years, will gleefully relate how they outwitted the mine inspector on his last visit. "De boss put de drivers nippin' an' de runners drivin' an' de laborers runnin' an' hid us away on de gob. Dat was a cinch to get pay for sleepin' all day on de gob." Such instances do not reflect on the integrity or the ability of the mine inspectors. Each one is set to do the task of five or ten men, without even the arm of an enforceable law to support him. An inspector may be assigned to visit from fifteen to thirty mines, and frequently a mine will contain from forty to one hundred miles of gangways and headings, all of which should be carefully inspected for gas, loose overhanging slate, defective timbering and faulty ventilation. The thorough inspection of a large mine may require from five days to two weeks. It is requiring of a man nothing less than superhuman knowledge and ability to expect him to read at sight the ages of two or three hundred boys—especially in the face of legal documents which justify their presence.

MISERABLE SCHOOL FACILITIES.

In nearly all these mining centers evening schools are established for the breaker-boys. These, from the educational standpoint, are a farce, for not only are the boys too weary in body and mind to profit by class-room work after a day in the breaker, but the books and equipment are too poor and the courses too meager to be of interest. Year after year they will receive the same tattered old books, cast off by the day school as unfit for further use, and the attendance drops near the vanishing point before the winter is ended. School boards complain that they have not funds to maintain proper night schools. This is doubtless true—but not from lack of local wealth. Here is a section of American territory which, with the exception of a few of our largest cities, has more wealth

to the area than any other part of the country. One township has thirteen large collieries, one of which was valued by its owner on the witness-stand at ten million dollars. Yet the total tax valuation of this township is but \$985,000. Should not those rich corporations, sucking the life-blood of the child toiler, be compelled to pay school taxes that will enable the child to secure a proper education?

The superintendent of the schools in this borough of 7,000 population estimates that of the three hundred and fifty young boys working in the breakers, not less than one hundred and sixty are less than thirteen years old. On a holiday one can easily gather in five minutes a group of twenty-five or thirty boys, not one of whom can read or write a word—boys who, by their difficult and unhealthy toil, are able to earn at the most five dollars a week.

THE FATE OF THE BREAKER-BOY.

Little Joe Bartuskey, the driver boy whose body was torn in pieces by the explosion in the Shenandoah City mine on May 15th, began working inside the mine a few weeks before the coal strike of 1902. Prior to that he had been picking slate in the breaker. Six of his sixteen years were given to the coal industry. The maximum compensation for his labor in the dark corridors of the mine was \$7 a week.

"THY KINGDOM COME."

Our guide through one of these great breakers was Steiney Bolinsky. He is eighteen years old, and has been working in the mines and breakers since he was twelve. He is a fair type of the fittest of those who survive the dwarfing effects of this environment. The meagerness of his life is the goal toward which the majority of the breaker-boys are hastening. He knew the meaning of "jigs" and "spires" and "bony." "Nippin'" and "spraggin'" were familiar words, but this technical knowledge was the limit of his education. On his coat were two badges—one the picture of President John Mitchell, the other a small cross. He had seen the famous labor leader and adored him. The cross he "got off one of de sisters." Under Mr. Mitchell's picture were the words "Labor's Best Friend." On the cross was written "Thy Kingdom Come." He was absolutely unable to read either expression. When the words "Thy Kingdom Come" were read to him the blankness of his countenance betrayed his utter failure to comprehend their meaning. When he

was told these words were a prayer that right and justice may come; that a man by honest labor may be able to feed and clothe his family; that every boy may learn to read and may not have to go into the breakers when he is ten or eleven years old, and that everybody may be kind to his neighbor—his slow eyes kindled and he answered, "Is that it? That's what I want!"

THE CHILD GIRL SLAVE IN PHILADELPHIA.

Two of the workers of the Child-Labor Committee in Philadelphia tell the true story of one of the many little girl slaves in Parke's Woolen Mills:

THE TRAGEDY OF NORA MAHONEY.

Nora Mahoney is not her name; she is another of the string of people who cannot be named. But we know her name and address well enough and can furnish it on any proper demand; and we know Nora quite as old friends by this time. Nora is "thirteen and a half;" that is what a settlement worker who had known her for years tells us, and she has been working in Parke's Woolen Mills since she was twelve. "No child under fourteen shall be employed in any establishment," says the Pennsylvania law; probably Parke's Mills did not search curiously into the question of Nora's age; she entered before the present law requiring the presentation of a birth certificate and other relative details was enacted; and ten to one Nora and her parents told untruths and continue to tell them on the subject.

AN INTERESTING DEFINITION OF AN ACCIDENT.

On March 10th of this year Nora got her arm chewed up in the machinery. How? Mr. Peters, manager of the mills, said it was "just an accident."

"But what caused it?"

"Things don't cause an accident," said Mr. Peters; "don't you know what an accident is? They just happen; that's why they're accidents."

Nora, who has the sweetest little quaint face in the world, was sitting on the floor; with her left hand she was trying to play jack-stones.

"Learning to use your left hand, Nora?" said one of the visitors.

"No'm," responded literal Nora, "I'm tryin', but I can't."

"Ye see," said Mrs. Mahoney, "it was Saturday noon, and the power was goin' down, because they don't work Saturday afternoon. Indade, if the power had been on full it would have pulled the arm off'n her, they say. They was cleanin' up around, and Nora, she stooped down to pick up a piece of paper, and she stumbled agin that knee in the floor."

"What knee—did it have any business there?"

"It did not," said Mrs. Mahoney, and then the married daughter spoke up: "They laid a new floor, you see, and right by the machine it was sort of pieced in with the old one, and not leveled off, and it's awful slippery along there with the grease that gets over it. I know all about them greasy floors, for you see I worked in the mills eight years myself."

"Did you faint, Nora?"

"No'm, but I cried fierce."

Nora is so "soft spoken" it seems incredible that her crying, even under these circumstances, could have been so militant, but "fierce" is one of Nora's few adjectives.

THE SHAMEFUL INDIFFERENCE OF THE MILL OFFICIALS.

"Who stopped the machinery?"

"It wasn't stopped," said Big Sister, "but Katie O'Neil pulled her out, and Lotty brought her home."

"How?"

"Why, she just came along with her."

"Do you mean that they didn't call an ambulance—they just let that child come home in the cars?"

"Why, there ain't no cars," the two grown-ups voiced this together, and Nora shook her head.

Nora walked home, more than a quarter of a mile. The upper bone of the arm was split clear around, and broken up and down, and part of it ground into fragments; the lower arm was twisted into a terrible dislocation. The physician in charge of the case at the University Hospital said Nora's operation was the most extended and difficult ever performed in the institution on a mangled limb.

After their visitors had recovered breath from the shock of hearing of Nora's walk home, Big Sister was encouraged by their attitude to remark, more wonderingly than complainingly, "The

boss never asked about her; not even her own boss, he never asked about her the next day."

"They never so much as sent her money over. I had to go over and get it meself," said Mrs. Mahoney.

"Now when I and me sister worked in the mill when we was girls they was different. Me sister lost a joint of her finger, and every Saturday night when I drew me pay didn't they give me me sister's envelope, too! And that for the whole eight weeks she was in the hospital."

Mrs. Mahoney further remarked several times that if at "Parke's" they'd only showed a little "human feelin'," her "man would have been willin' to let the whole thing slide."

She can't help regarding it as quite natural, as lightning and consumption are natural, that her child should be maimed in the mills, but the Irish heart of her can't yet accept it that no sign of interest in Nora's life or death comes from the powers who rule there.

If Nora had had that ambulance, much of her small vitality must have been conserved—Nora's front hair is quite gray now. She might have escaped the convulsions that were her preparation for the knife.

Now in a few days from this writing she will be again stretched out in the unconsciousness so perilous for her; another desperate effort will be made to save her right arm good for something, that can at least move with freedom.

WHOSE IS THE RESPONSIBILITY?

What about the responsibility of the Mahoneys in this wretched chapter of their lives?

What do you suppose? The Mahoneys' ideas, like those of the rest of us, are the result mainly of circumstances, and big among these circumstances is the public opinion of their world.

The father works from six till six, for an ice company, for fourteen dollars a week; in the summer he works from 1 A. M. till 6 P. M., and gets five dollars more. Those are killing hours; you can't say he does not give his life for his family, though he himself would never think of saying he did. It is all part of being "poor folks."

And thus the awful story goes on. This is but one episode in the daily tragedy of child life in the mill.

THE HOE-MAN IN THE MAKING.

The *Cosmopolitan* has joined the general movement toward the freeing of the toiling child. Edwin Markam brings his sympathetic soul and ready pen to the love work and gives us the first in a series of articles on the child that toils :



Courtesy Cosmopolitan.

FREQUENTLY AT NOON THEY FALL ASLEEP WITH THE FOOD UNSWALLOWED.

THE CHILD AT THE LOOM.

We must not grind the seed corn.—JEFFERSON DAVIS.

Once, so the story goes, an old Indian chieftain was shown the ways and wonders of New York. He saw the cathedrals, the skyscrapers, the bleak tenements, the blaring mansions, the crowded circus, the airy span of Brooklyn Bridge. "What is the most surprising thing you have seen?" asked several comfortable Christian gentlemen of this benighted pagan, whose worship was a "bowing down to stocks and stones." The savage shifted his red blanket, and answered in three slow words, "Little children working."

Let us again reckon up this Devil's toll. In the North (where, God knows, conditions are bad enough), for every one thousand workers over sixteen years of age there are eighty-three workers under sixteen (that young-old age of the working child); while in the South, for every one thousand workers in the mills over sixteen years of age there are three hundred and fifty-three under sixteen. Some of these are eight and nine years old, and some are only five and six. For a day or a night at a stretch these little children do some one monotonous thing—abusing their eyes in watching the rushing threads; dwarfing their muscles in an eternity of petty movements; befouling their lungs by breathing flecks of flying cotton; bestowing ceaseless, anxious attention for hours, where science says that "a twenty-minute strain is long enough for a growing mind." And these are not the children of recent immigrants, hardened by the effete conditions of foreign servitude. Nor are they negro children who have shifted their shackles from field to mill. They are white children of old and pure colonial stock. Think of it! Here is a people that has outlived the bondage of England, that has seen the rise and fall of slavery—a people that must now fling their children into the clutches of capital, into the maw of the blind machine; must see their latest-born drag on in a base servility that reminds us of the Saxon churl under the frown of the Norman lord. For Mammon is merciless.

THE AWFUL EFFECTS ON EDUCATION AND CITIZENSHIP.

These white children often begin work in the mill with no fragment of education. And often after a year of this brain-blasting labor they lose the power to learn even the simple art of reading. There is sometimes a night-school for the little workers, but they

often topple over with sleep at the desks, after the long grind of the day. Indeed, they must not spend too many wakeful hours in the night-school, shortening their sleep-time; for the ogre of the mill must have all their strength at full head in the early morning. The overseer cannot afford to be sending his mounted "poker-up" to their homes to rout them out of bed day after day, nor can he be continually watching lest they fall asleep on the mill-floor while working or eating.

But worse than all the breakdown of the body is the breakdown of the soul in these God-forgetting mills. Here boys and girls are pushed into the company of coarse men who are glib with oaths and reeking jests. Torrents of foul profanity from angry overseers wash over the souls of the children, till they, too, grow hardened in crusts of coarseness.

Piled on all these are the fearful risks that the young girls run from the attentions of men "higher up," especially if the girls happen to be cursed with a little beauty.

Well does Emerson cry out, "Give us worse cotton, but give us better men!" Well does Carlyle cry out, "Deliver me those rickety, perishing souls of infants, and let the cotton trade take its chances." What boots a social order that makes thousands of degenerates as the by-product of its exquisite linens and delicate muslins? Must we take our civilization on such terms as this?

What is the duty of the school in this great need of the child?

1st. It should be found on the side of the National Child Labor Committee and enrolled on the list of the Child Labor League.

2d. It should teach the child the law and his rights and the loss to himself and his country in violating this law.

3d. It should so show the value of education that the child will leave school only thru necessity and always with regret.

4th. It should raise its voice thru the press, use its power thru the ballot and watch over the rights of the child when pitiless greed tries to rob him of his right to a proper physical and mental equipment to begin life free from any moral, physical or intellectual handicap.

Child-Labor Laws and Compulsory Education

E. N. HENDERSON, ADELPHI COLLEGE, BROOKLYN.

IN the development of modern educational systems legislation regarding the employment of children has had a most important part. It is at this point that the interests of the parent and the ideals of the community are most likely to clash sharply, and among all the controversies that have clustered about the question of modern state education, this issue has laid bare most clearly the conflict between selfishness and humanity. Child-labor laws have usually been in word and almost invariably in effect, if indeed they had any effect, laws compelling education. The history of compulsory education may roughly be divided into three epochs. We have as the earliest stage that in which literacy is regarded as essential to the religious life. Protestant church communities were in theory committed to the policy of making strenuous efforts to insure that all their subjects could read the Scriptures. As early as 1619 we find that the little principality of Weimar enacted a law for compulsory education. Public opinion in Massachusetts and Connecticut was in the first quarter century of the history of those colonies strong enough to bring about state provision for universal education, and to a great extent to insure that the schools should be used by all children. Not until in the nineteenth century, however, has any completely effective system of compulsory education existed even in Germany. In America elementary education declined until at the beginning of the nineteenth century it was in New England far from being either universal or adequate. At this time we find the beginning of the great industrial movement that has turned New England so largely into a manufacturing community. This movement was followed by a great influx of children into the factories. Public sentiment, entirely contented with child drudgery in agriculture and with illiterate apprenticeship in the more primitive vocations, became aroused by the spectacle of the slavery of children in the new occupations. Here as elsewhere in the evolution of the public conscience, it was the exaggeration of an evil hitherto unappreciated that brought it to consciousness and led to a new standard of morality in such matters. As early as 1813 we find Connecticut legisla-

ing on child labor, and although the earlier laws were not enforced they marked the beginning of a movement that in the acts of 1869 and 1871 reached a satisfactory culmination. Children under 14 can not be employed in the factories and must be sent to school during the public school session. Between 14 and 16, if they are illiterate, those who are employed in the factories must be at the same time receiving some instruction.

Here then we have the second stage in the development of the idea of compulsory education. The evolution of the economic organization of society brings about a larger measure of specialization and social interdependence. Two results spring from this. The employment of children becomes more confining and dangerous to health. Moreover it lacks those elements of a liberal education that the agricultural and trade apprenticeships of earlier economic conditions furnished. Hence there is greater need that child labor should be restricted. In the second place society becomes more conscious of its solidarity, of the dependence of each upon all and of all upon each, and of the joint responsibility of all for the just treatment of each. Such a consciousness stimulates an immediate encroachment of the community upon the prerogatives hitherto monopolized by the family. Against this movement the shout of *laissez-faire* is raised; *laissez-faire*, the rallying cry of liberty in the eighteenth century, but to-day the watchword of all those who have special privileges that they wish to continue to exploit. One of these privileges is the labor of children, desired by employers because it is cheap and by parents because it furnishes additional income. The socialism of restricting the employment of children has not, however, when once the community awoke to the need, been seriously questioned.

It is interesting to note the strange reversal of position that the family has thus suffered. From being the institution that fosters and trains the young at the cost of great self-sacrifice on the part of the parents, it becomes, in some aspects at least, an institution that aims to better the condition of the adult by making use of the productive capacity of the young. The larger the family the larger the income. And this is so true that frequently the labor of the children suffices to maintain the parent in idleness. The popular song of the day, "Everybody Works but Father," becomes more significant of tragedy than of fun. These conditions, while confined to a fraction of society, are yet serious enough to stir a larger public interest in

the affairs of the child and to demand a larger community interference therein.

This movement toward compulsory education thru legislation on child labor is especially noticeable in England, where the "Health and Morals" act of 1802 required that apprentices should receive instruction in reading, writing and arithmetic. Such a law if carried out in its spirit would have made school training more general among factory apprentices than with any other class of poor children. Later the law was from time to time improved, but eventually the factory acts were practically superseded by general laws requiring all classes of children to attend school. Here it is that we reach what may be called the third stage in the development of compulsory education. It consists in that the state requires education not for religious reasons, always to some extent bound up with political issues, but for the sake of greater efficiency in the child. We have come to feel that the community owes it to each child to provide for it adequate training for life. To prevent the exploitation of children during those years which should be devoted toward establishing the foundations of healthy, intelligent, and efficient life in society is not enough. Nor is it enough that we should insist that all who work should go to school. The state must supply the school and must demand attendance from all. Nor shall any be permitted to work until they have had at least a fair chance to absorb the essentials of elementary education. This is in substance the last step in the development of compulsory education.

It is not intended to imply that all communities reach this stage only by having passed thru the other two. The first stage does not appear in England, in Catholic states, nor in most of the United States. The second stage, that of compulsory education for child-laborers, is not as a rule to be found in the history of communities not engaged in manufacturing. All three are well illustrated in Connecticut and Massachusetts. The Southern States, if we except Kentucky, West Virginia, and Maryland, lack compulsory education laws. All have some form of restriction on child labor, although these are not as a rule adequate. Eventually they will, of course, be supplemented by compulsory education laws. It is noteworthy that the recent development of manufacturing in the South has created the same difficulty there that was felt earlier in England and New England. The last of the Southern States to legislate on child labor was Georgia, where on August 1, 1906, the governor signed a bill

which aims at gradual reform. In 1908 the provisions become fully operative. At that date no children under 10 can be employed in any factory, and none under 12 without special exemption from the authorities. Night work is prohibited to children under 14, and all such must be able to read and write and must have attended school 12 weeks during the year before they can be employed.

It will be noticed that this law does not represent the highest development of child labor legislation. In general the most advanced of prevailing regulations are represented by those of Connecticut, previously mentioned. They forbid in factories, mercantile establishments, mines, etc., the employment of children under 14. They also require that those from 14 to 16 who are thus employed shall either be able to read and write English or attend an evening school or a day school a portion of the year. These provisions, with some variety in detail, represent substantially the legislation in most of the Northern and Western States. Of all the states Nevada alone has no child labor laws, although she possesses one compelling education.

One essential fallacy that has clouded discussion concerning child-labor laws, compulsory education, and even national systems of education, is the notion that the relation between the child and those who foster and educate it should be governed by a sort of economic equity. The conception is that we mortgage ourselves to our elders, and that we ought to pay the debt with interest. But this theory leaves out of sight that the fundamental principle of society is self-sacrifice, and this primarily for the young. No one disputes that filial ingratitude is one of the worst of immoralities. But the debt of childhood has been and will continue to be paid not to the preceding but to the succeeding generation. The parent who objects to restrictions upon the exploitation of the child's earning power, the wealthy man who protests against taxation for the education of other men's children, have both missed this ethical insight. Both are guilty of a literalness that misses the true spirit of social justice. Both want the "pound of flesh." Nothing different will do. The elder generations and individuals to whom they owe so much have forgiven their debts. This is forgotten under the influence of a persistent habit of letting no one get the better of them, which extends to their treatment of the child and the community. A little of this fallacy creeps into a very interesting suggestion offered by Professor Giddings at a meeting of the National Educational

Association in 1905. Our child-labor and compulsory education laws rob the parent of much of the return that the child may make to the parent for its earlier care. In some cases, for example, that of a widowed and destitute mother, this works great hardship. Should not the state return to parents the earnings of which its laws regarding their children deprives them? Professor Giddings offers this suggestion, not as his deliberately formed opinion, but simply for discussion. It might be met by such considerations as these: A mother who has faithfully fulfilled her duties to her children and to society might, when widowed and destitute, well be worthy of a pension far greater than their earning capacity. But a parent perfectly capable of self-support has against the community no claim on the earnings of the child that can, from the higher ethical point of view, be justified. Again, if it is assumed that large families will be encouraged and race suicide prevented by subsidizing parents, it must be kept in mind that the childless classes in society are not likely to find a sum equal to the earnings of possible children a great temptation.



Child Labor, and What Shall We Do About It?

BERTHA JOHNSTON.

A Summary of the State Laws Already Enacted Regarding Child Labor and Compulsory Education

Thou art one with the world—tho I love thee the best;
And to save thee from pain I must save all the rest—
Well—with God's help, I'll do it!

For the sake of my child I must hasten to save
All the children on earth from the jail and the grave,
For so, and so only, I lighten the share
Of the pain of the world that my darling must bear—
Even so, and so only!

—Charlotte Perkins Stetson.

SO inextricably are we all bound together for good or ill—so interdependent, to use Froebel's word—that unless as a state and nation we realize that we are our littlest brother's keeper—and act upon that belief—we will find that the mill-stone is already around our necks to bring us to the bottom of the sea.

Years of investigation on the part of those interested in the well-being of all children have proved many things, and thru the efforts of individuals and organizations, the lawmakers have been led to see the necessity of saving the children for the future by the enactment of the necessary laws in the present.

Recent articles in the *Woman's Home Companion*, the *Cosmopolitan* and other journals of wide circulation have familiarized the reading public with some of the evils of the so-called child-labor problem and the danger and misery wrapt up in that mismatched pair of words—words which should never in an enlightened community have ever found the uniting hyphen.

We are more especially concerned with the subject in its relation to school and education, and the responsibilities and duties and powers of the superintendents and teachers in this connection.

Fortunately for the children of the next generation, this is not a question of the sympathy and heart-burnings of an individual here and there. It is not a local, nor a state, but a national question, and may prove to be an international one. It is not a question dealing merely with to-day, but with the to-morrow of the nation. It is a problem requiring instant and continuous action, because child-labor and juvenile crime are unhappily on the increase in this country,

whose very existence may depend upon a rapidly increasing enlightenment of public opinion, to sustain the individual workers in this conflict.

Let us see where we stand now. What are the gains already made, according to latest reports? What is yet to be done?

Nearly all of the states have now passed laws limiting both the age at which a child may toil, and the hours of labor.

Reference to the *Hand-book*, 1906, published by the National Consumers' League, gives us the following data upon Child-Labor Legislation:

The age limit in different states, in which children may not work, varies from sixteen to ten. In many, all employment is forbidden *during school* hours, for children under 14 years. In Nebraska, Alabama and Arkansas, children as young as ten may work. In the District of Columbia and six states there is no age limit.

Night-labor is specifically *prohibited* in only 20 states. The District of Columbia and 18 states have *no time limit* whatever.

COMPULSORY SCHOOL ATTENDANCE.

We give entire the report upon compulsory school attendance for the various states:

In respect to Compulsory Attendance Laws the points to be noted are:

1. The age to which attendance is required (which varies from sixteen to twelve years).

2. The length of the annual period of attendance (which varies from the whole school year to eight weeks).

The most effective means of preventing the illegal employment of children is compulsory school attendance thruout the entire period during which employment is prohibited. Twenty-three states now have this requirement. If the law prohibits children from working under a certain age, it should require them to be in school to that age, during the entire school term of each year. In states where children under the legal age of employment are not obliged to be in school all the year, complications in the enforcement of the child-labor law invariably arise, because it is easy for parents to send their children to work under the legal age.

Exemptions from the compulsory education laws are granted in many states for one or more of the following reasons:

Physical or mental disability.

Private instruction.

Distance from school (over two to three miles).

Poverty.

In a few states free clothing or other aids are granted on account of poverty.

GROUP I.—ATTENDANCE COMPULSORY TO 16, IF UNEMPLOYED.

Colorado—Entire school year (exemptions granted to children over 14 if "necessarily employed," or if they have completed the eighth grade; illiterates under 16 must attend day or night school, whether employed or not).

* Compiled by Josephine C. Goldmark.

Connecticut—Entire school year, 36 weeks.
 Maryland—Entire school year.
 Massachusetts—Entire school year, at least 160 days.
 Minnesota—Entire school year 12 weeks, at least 6 to be consecutive.
 Missouri—Not less than one-half of entire school year.
 Montana—Entire school year (illiterates under 16 must attend day school, whether employed or not).
 New Mexico—12 weeks.
 New York—Entire school year between October and June.
 Ohio—Entire school year.
 Oregon—Entire school year.
 Pennsylvania—Entire school year (unless local school board votes to accept 70 per cent. of school year).
 Wisconsin—Entire school year.
 Wyoming—12 weeks.

GROUP II.—ATTENDANCE COMPULSORY TO 15.

Hawaii
 Kansas—Entire school year (children over 14 who can read and write English and are "necessarily employed," need attend school only 8 weeks annually).
 Maine—Entire school year.
 Michigan—Four months in rural districts; entire school year in cities (in cities exemptions may be granted by Board of Education to children over 14).
 Nebraska—Two-thirds of entire school year (exemptions may be granted to children over 14 "necessarily employed." Attendance at night school may be required).
 Rhode Island—Entire school year (if unemployed).
 Vermont—28 weeks.
 Washington—Entire school year.

GROUP III.—ATTENDANCE COMPULSORY TO 14.

Arizona—12 weeks.
 Arkansas—12 weeks, 6 to be consecutive.
 California—Full school year, at least 5 months, 18 weeks to be consecutive.
 Colorado—Entire school year (to 16, unless employed).
 Connecticut—Entire school year. Attendance required to 16, if school committee decides child of 14 has not sufficient schooling to be employed.
 District of Columbia—12 weeks, 6 to be consecutive.
 Idaho—Twelve weeks, 8 to be consecutive.
 Illinois—Entire school year, at least 110 days.
 Indiana—Entire school year.
 Iowa—12 weeks.
 Kentucky—Entire school year, at least 5 months.
 Massachusetts—Entire school year (to 16, unless employed).
 Minnesota—Entire school year (to 16, if unemployed; exemptions may be granted to children "necessarily and lawfully employed").
 Missouri—Not less than one-half of entire school year.
 Montana—Entire school year, at least 16 weeks (to 16, unless employed).
 Nevada—16 weeks, at least 8 to be consecutive.
 New Hampshire—Entire school year (to 16, if illiterate).
 New Jersey—Entire school year.
 New Mexico—12 weeks (to 16, unless employed).
 New York—Entire school year (between October and June. To 16, unless employed).
 North Dakota—Entire school year (exemptions may be granted to children "necessarily employed").
 Ohio—Entire school year, not less than 24 weeks (to 16, unless employed).

Oregon—Entire school year.

South Dakota—12 weeks.

Utah—20 weeks.

West Virginia—16 weeks; entire school year in district of Wheeling.

Wisconsin—Entire school year, 8 months (to 16, if not employed).

GROUP IV.—ATTENDANCE COMPULSORY TO 13.

Pennsylvania—Entire school year (to 16, unless employed).

Rhode Island—Entire school year (to 15, unless employed; exemptions may be granted children over 12 "necessarily employed").

An educational requirement before children can be legally employed is found in states having the most advanced child-labor legislation. Three states, New York, Oregon and Pennsylvania require to a certain age proof of the completion of a specified curriculum before employment. This secures school advantages for the illiterate foreign-born child. The District of Columbia and twenty-two states and territories have no educational requirement for children seeking employment.

And in a few years these children, of no education whatever, are to be endowed with the right of suffrage.

After repeated experiences, learning how readily parent, children and employers will falsify as to age, many states now require documentary proof of the date of the child's birth, before giving the age and schooling certificate which permits employment; this to be signed by the superintendent of schools in some cases, or by city or county, or some school authority, and this certificate not to be approved unless satisfactory evidence is furnished by last school census, certificate of birth, baptism or some such public document. In some states a mere affidavit of parent or guardian is accepted, in others no proof is required.

In many dangerous occupations the labor of children is prohibited, according to age; as in Illinois in case of manufacture of paints and compositions needing acids, and the making of matches and compositions needing acids in Ohio.

The operation and cleaning of machinery is prohibited in many states, ages varying from 14 to 18 years for boys, or to 21 years for girls. In New York women may not work in operations requiring emery, rouge and similar products.

Exemption from these laws is allowed for children under age, when orphans, or have disabled fathers or widowed mothers, and in several states the canning industry is specially excepted to the great injury of the little ones. In eleven states the power of exemption is vested in certain state authorities.

Work overtime is allowed in thirteen states for special and varying reasons. In the holiday season heavy demands are made upon the half-grown children.

ENFORCEMENT OF THE LAW.

However good these laws may seem as we read them in black and white, they are quite a different thing when their enforcement is attempted. Many are the evasions and obstacles to be met with on the part of short-sighted parents and greedy employers. And it is here that the inspector of factories, the school superintendent, the school trustee, teacher and kindergartner need to be thoroly informed and well equipped to meet all arguments.

There is, as will have been noted, no uniform child-labor law for the entire country, nor is there any uniformity in the manner of enforcing the laws.

Seven states have no provision for enforcement, but violations may be prosecuted if proper steps be followed. Some of the states give the *enforcement* of the laws entirely into the hands of the *school authorities*, and in others the truant officers as well as factory inspectors are authorized to enter places of employment and demand certificates of schooling and of age, to make arrests and enter prosecution.

In nine states, Delaware, Indiana, Michigan, Minnesota, New Jersey, New York, Ohio, Oregon and Wisconsin, the factory inspectors may demand a certificate of physical fitness from some regular physician in the case of young persons who may seem physically unable to perform the labor at which they may be employed, and shall have the power to prohibit the employment of any minor that cannot obtain such certificate.

We give below a somewhat abridged directory of the officials in the different states upon whom rest the responsibility of enforcing the child-labor laws. Note those who work in co-operation with the school system. Some changes may have been made since November, 1905, when the list was received. In states, as of Illinois, where there are as many as 18 deputy factory inspectors, we do not give all the names. We would say here that Illinois is one of the leading states in its wise safeguarding of the rights of the child.

California—Commissioner of the Bureau of Labor Statistics, salary \$3,000; Deputy, salary \$1,800; Assistants not exceeding 3, salaries not to exceed \$4 per day, all expenses allowed.
W. V. Stafford, Commissioner, San Francisco.

- Colorado—Truant officers appointed and salaries fixed by the board of school directors, vested with police powers and with authority to enter workshops, factories and all other places where children may be employed, in the way of investigation or otherwise.
- Connecticut—Agents appointed by the state board of education for terms of not more than one year, salaries not to exceed \$5 a day, including expenses. The school visitors or the town school committee in every town, shall once or more in every year examine into the situation of the children employed in all manufacturing establishments, and ascertain whether all the provisions of the law are observed and report all violations to the proper prosecuting authority.
- Delaware—Factory and Workshop Inspector, salary \$1,000. Joseph A. Bond, Inspector, 1011 Tatnall St., Wilmington.
- Georgia*—
- Illinois—Chief State Factory Inspector, salary \$2,000; Assistant Chief, salary \$1,250, and 18 deputy factory inspectors, including six women, salaries \$1,000. Appropriation to cover all necessary expenses, \$10,000.
Edgar T. Davies, Chief Security Bldg., Chicago.
- Indiana—Chief Inspector of the Department of Inspection, salary \$1,800 and actual expenses and a sufficient number of deputies not to exceed 5.
D. H. McAbee, Chief Inspector, State Capitol, Indianapolis.
David F. Spees, Chief Deputy, State Capitol, Indianapolis.
H. A. Richards, Muncie; T. S. Williamson, Anderson; J. H. Roberts, South Bend, Ind., Deputy Inspectors.
- Iowa—Commissioner of the Bureau of Labor Statistics, salary \$1,500 and expenses (not to exceed \$500 per annum for Commissioner and Deputy); and one deputy. Also mayor and chief of police of every city and town.
Edward D. Brigham, Commissioner, Des Moines.
- Kentucky—Labor Inspector and one assistant labor inspector, salary \$1,200 and \$1,000 and traveling expenses.
"The grand jury shall have inquisitorial powers to investigate violations of this act and judges of the circuit courts of this state shall specially charge the grand jury at the beginning of each term of the court to investigate violations of this act."
Thomas J. Scally, Inspector, 1720 Market St., Louisville.
- Louisiana—Superintendent or chief officer of police in cities; in towns the Mayor shall detail what portion of the police force is necessary.
- Maine—Inspector of Factories and Workshops, salary \$1,000 and reasonable expenses; and a sufficient number of assistant deputies, salaries \$2 per day and reasonable expenses while engaged in duty. For violation of the section requiring children under 15 to attend school for a required period during employment, school committees and superintendent must report to the county attorney who shall prosecute therefor.
George E. Morrison, Inspector, Biddeford, Maine.
- Maryland—Attendance officers, not more than 12 to be appointed for the city of Baltimore by the board of school commissioners, their compensation to be paid and fixed by the Mayor and city council of Baltimore City; and not more than 3 for any county, appointed by the several boards of county school commissioners, their compensation fixed and paid by the county commissioners. The police commissioners of Baltimore City shall cause to be made annually a full record of every child between 6 and 16

*See *Woman's Home Companion* for October for account of Georgia's recent progressive stand on the question of child labor.

years of age in each precinct of the city, the place where and the year and month when such children last attended school, with name and address of parents, or guardians, and of employers of such children, to be furnished to boards of school commissioners of Baltimore City.

Massachusetts—Chief of the District Police, salary \$2,500; deputy chief, salary \$2,400 and 28 factory inspectors, salaries \$1,500 and all necessary traveling expenses. Truant officers appointed by the school committee of every city and town, to receive no fees.

Michigan—Commissioner of the Bureau of Labor and Industrial Statistics, salary \$2,000 and expenses; Deputy, appointed by the Commissioner, whose term of office shall continue during the pleasure of such Commissioner, salary \$1,500 and expenses and such assistants as shall be necessary, at least one of whom shall be a woman. (Total appropriation about \$35,000.)

Malcolm J. McLeod, Com. of Labor and Chief Factory Inspector, Lansing.

Richard H. Fletcher, Deputy Commissioner, Lansing, Mich.

Minnesota—Commissioner of the Bureau of Labor, salary \$2,500 and expenses; assistant commissioner and factory inspector, salaries \$1,500 and \$1,200, and two deputies and two assistant factory inspectors, salaries \$1,000 each and expenses (total appropriation \$12,200).

Missouri—State Factory Inspector (since 1903 can inspect only in cities of more than 30,000 inhabitants). Attendance officers, appointed and salary fixed by school board; vested with authority to enter any office, factory or business house employing children, and to make arrests.

J. C. A. Hiller, Factory Inspector, St. Louis.

Montana—Truant officers, appointed and salary fixed by the School Board. Vested with police powers, with authority to serve warrants and to enter workshops, factories, stores and all other places where children may be employed. The Inspector of Mines, for mines.

William Walsh, Inspector of Mines (Quartz), Helena.

William B. Orem, Deputy, Butte.

George T. Wickes, Inspector of Coal Mines, Helena.

Nebraska—Deputy Commissioner of Labor, salary \$1,500.

Burrett Bush, Deputy Commissioner, Lincoln.

Don C. Despain, Chief Clerk, Lincoln.

New Hampshire—State Superintendent of Public Instruction, and deputies appointed by superintendent, necessary expenses to be allowed by Governor and council. Also truant officers appointed by district school boards and paid by the towns.

New Jersey—Commissioner of Labor, salary \$2,500; assistant commissioner, salary \$1,500 and 11 inspectors, two of whom shall be women, salaries \$1,000 and all necessary expenses allowed.

Lewis T. Bryant, Commissioner, State House, Trenton.

John I. Holt, Asst. Commissioner, State House, Trenton.

New York—The Board or Department of Health or Health Commissioners, for employment in mercantile establishments: in factories, the Commissioner of Labor, salary \$3,500; first deputy commissioner of labor, salary \$2,500, and 38 deputies, salaries \$1,000, 9 of whom are women.

P. Tecumseh Sherman, Commissioner, New York City.

John Williams, 1st Deputy Com. of Labor, Utica.

John Lundrigan, 2d Deputy Com. of Labor, Buffalo.

Thomas A. Keith, Asst. to 1st Deputy Com. of Labor, New York City.

- Thomas A. Braniff, Asst. to 2d Deputy Com. of Labor, Tompkinsville.
- North Carolina—Commissioner of the Bureau of Labor, salary \$1,500.
Henry B. Varner, Raleigh.
- North Dakota—Truant officer appointed by the board of education in any city of more than 5,000 inhabitants, or the president of the school board of any district.
- Ohio—Chief Inspector of the Department of Workshops and Factories, salary \$2,000; three district inspectors, salaries \$1,000 and twelve additional district inspectors; all expenses allowed. Inspectors have same authority as truant officers to enforce school attendance of any child found violating the school laws.
J. H. Morgan, Chief Inspector, Columbus, Ohio.
- Oregon—The Board of Inspectors of Child Labor, composed of 5 persons, 3 at least of whom shall be women, to serve without compensation. Vested with power to enter factories and stores.
- Pennsylvania—Factory Inspector and 39 deputy factory inspectors, 5 of whom shall be women, at salaries of \$1,200, traveling expenses allowed. For mines, Chief of Department of Mines and 30 inspectors.
J. C. Delaney, Inspector, Harrisburg.
- Rhode Island—One Chief Factory Inspector, salary \$2,000, and two assistant factory inspectors—one of whom shall be a woman, salaries, \$1,000. All necessary expenses allowed, not to exceed \$2,000. One or more truant officers appointed, and salary fixed by the school committee of each town or city.
- South Dakota—District School Board or the chairman of the board of education in independent districts, or the county superintendent.
- Tennessee—Grand Jury has inquisitorial powers to investigate violations and judges of the circuit courts of the state shall specially charge the grand jury at the beginning of each term of the court to investigate violations.
Commissioner of Labor Statistics and Mines, expenses of the department not to exceed \$4,000 per year; commissioner to act as inspector of mines.
- Vermont—Town Superintendent, appointed and compensation fixed by the boards of school directors. Truant officers, two to be appointed by selectmen of a town and the mayor of a city; salary at the rate of \$2 a day for time actually spent.
- Washington—Commissioner of Labor.
Charles F. Hubbard, Commissioner, Olympia.
- West Virginia—State Commissioner of Labor.
I. V. Barton, Commissioner, Wheeling.
- Wisconsin—Commissioner of Labor, salary \$2,000; deputy commissioner, \$1,500, and 7 factory inspectors, salaries \$1,000; 1 factory inspector, salary \$1,200.
J. D. Beck, Commissioner, Madison.

No special officials for inspection or enforcement are found in the following: Alabama, Alaska, Arizona (has no law), Arkansas, District of Columbia (has no law), Florida (has no law), Hawaii (has no law), Idaho, Indian Territory (has no law), Mississippi, Nevada (has no law), New Mexico (has no law), Oklahoma (has no law), Utah, Wyoming.

Georgia was down as having "no law," but after a strenuous educational campaign laws prohibiting child labor have just been passed. (See *Woman's Home Companion* for October.) The *Hand-book* proceeds to give the number of prosecutions and fines to the credit of each state in recent years. The vigor with which prose-

cutions are executed is one evidence of good faith on the part of the lawmakers. Penalties vary from a fine of from \$20 to \$200 or \$1,000 for employing a child under age. Imprisonment for from 30 days to 3 months is permitted by some states.

There are penalties for employing child during school hours, and for neglecting to keep file of age and schooling certificate, and for refusing to produce these on demand of factory inspector or school authorities.

There are more or less heavy fines or imprisonment also for employers who refuse entrance to or obstruct the authorized inspectors, and for false statements as to age and schooling.

A second means of enforcement of these righteous laws is found in the compulsory education laws. These latter are largely enforced thru truant officers, who are usually appointed by the school authorities. They must notify parents of the violation of the law and may arrest truants. The sinning parent is subjected in some states to either fine or imprisonment.

We close with the terms given in the Consumers' League *Hand-book* of

WHAT CONSTITUTES EFFECTIVE CHILD-LABOR LAWS.

Effective legislation dealing with child labor involves many differing elements including the child, the parent, the employer, the officials charged with the duty of enforcing the statutes, and finally the community which enacts laws, provides schools for the children when they are prohibited from working, supports and authorizes officers for the enforcement of the laws, prescribes penalties for their violation, assists dependent families in which the children are below the legal age for work. In the long run, the effectiveness of the law depends upon the *conscience of the community* as a whole far more than upon the parent and the employer acting together.

With the foregoing reservations and qualifications duly emphasized, the following summaries are believed to outline the substance of the effective legislation, which it seems reasonable to try to secure in the present and the immediate future. They deal only with provisions for the child as a child, taking for granted the provisions for fire-escapes, safeguards for machines, toilet facilities and all those things which the child shares with the adult worker.

An effective child-labor law rests primarily upon certain definite prohibitions, among which are the following:

LABOR IS PROHIBITED.

- (1) for all children under the age of fourteen years,
- (2) for all children under sixteen years of age who do not measure sixty inches and weigh eighty pounds,*
- (3) for all children under sixteen years of age, who cannot read fluently and write legibly, simple sentences in the English language,

*This measure is not now specified in any statute, though it is implied in the statute of New York, enacted in 1908. Bills specifically embracing this provision were introduced into the legislatures of Iowa and Louisiana in 1904.

- (4) for all children under the age of sixteen years, between the hours of 7 P. M. and 7 A. M., or longer than eight hours in any twenty-four hours, or longer than forty-eight hours in any week.
- (5) for all children under the age of sixteen years in occupations dangerous to life, limb, health or morals.

THE CHILD.

Effective legislation requires that before going to work the child satisfy a competent officer appointed for the purpose, that it

- (1) is fourteen years of age, and
- (2) is in good health, and
- (3) measures at least sixty inches and weighs eighty pounds, and
- (4) is able to read fluently and write legibly simple sentences in the English language, and
- (5) has attended school a full school year during the twelve months next preceding going to work.

THE PARENT.

Effective child-labor legislation requires that the parent

- (1) keep the child in school to the age of fourteen years and longer if the child has not completed its required school work, and
- (2) take oath as to the exact age of the child before letting it begin to work, and
- (3) substantiate the oath by producing a transcript of the official record of the birth of the child, or the record of its baptism, or some other religious record of the time of the birth of the child, and must
- (4) produce the record of the child's school attendance, signed by the principal of the school which the child last attended.

THE EMPLOYER.

Effective child-labor legislation requires that the employer before letting the child begin to work,

- (1) obtain and place on file ready for official inspection papers showing
 - (a) the place and date of birth of the child substantiated by
 - (b) the oath of the parent corroborated by
 - (c) a transcript of the official register of births, or by a transcript of the record of baptism, or other religious record of the birth of the child, and by
 - (d) the school record signed by the principal of the school which the child last attended, and by
 - (e) the statement of the officer of the Board of Education designated for the purpose, that he has approved the papers and examined the child.
- (2) After permitting the child to begin to work, the employer is required to produce the foregoing papers on demand of the school-attendance office, the health officer and the factory inspectors.
- (3) In case the child cease work, the employer must restore to the child the papers enumerated above.
- (4) During the time that the child is at work, the employer must provide suitable seats, and permit their use so far as the nature of the work allows; and must
- (5) post and keep posted in a conspicuous place, the hours for beginning work in the morning, and for stopping work in the middle of the day; the hours for resuming work and for stopping at the close of the day; and all work done at any time not specified in such posted notice constitutes a violation of the law. The total number of hours must not exceed eight in any one day or forty-eight in one week.

THE OFFICIALS.

Effective legislation for the protection of children requires that the officials entrusted with the duty of enforcing it

- (1) give their whole time, not less than eight hours of every working day, to the performance of their duties, making night inspections whenever this may be necessary to insure that children are not working during the prohibited hours; and
- (2) treat all employers alike, irrespective of political considerations, of race, religion or power in a community;
- (3) prosecute all violations of the law;
- (4) keep records complete and intelligible enough to facilitate the enactment of legislation suitable to the changing conditions of industry.

THE SCHOOL.

The best child-labor law is a compulsory education law covering forty weeks of the year and requiring the consecutive attendance of all the children to the age of fourteen years, and until they complete a specified portion of the curriculum, as eight years in Colorado or five years in New York. It is never certain that children are not at work, if they are out of school. *In order to keep the children, however, it is not enough to compel attendance—the schools must be modified and adapted to the needs of the recent immigrants in the North and of the poor whites in the South, affording instruction which appeals to the parents as worth having, in lieu of the wages which the children are forbidden to earn, and appeals to the children as interesting and attractive. These requirements are so insufficiently met in the great manufacturing centers of the North that truancy is in several of them, at present, an insolvable problem. No system of child-labor legislation can be regarded as effective which does not face and deal with these facts.**

The evolution of the vacation school and camp promises strong reinforcement of the child-labor laws; which are now seriously weakened by the fact that the long vacation leaves idle upon the streets children whom employers covet by reason of the low price of their labor, while parents, greedy for the children's earnings and anxious lest the children suffer from the life of the streets, eagerly seek work for them. Nothing could be worse for the physique of the school child than being compelled to work during the summer; and the development of the vacation school and vacation camp alone seems to promise a satisfactory solution of the problem of the vacation of the city child of the working class.

THE COMMUNITY.

Effective child-labor legislation imposes upon the community many duties, among which are

- (1) maintaining officials—men and women—school-attendance officers, health officers, and factory inspectors, all of whom need
 - (a) salary and traveling expenses,
 - (b) access at all reasonable times to the places where children are employed,
 - (c) power to prosecute all violations of the statutes affecting working children,
 - (d) *tenure of office so effectively assured that they need not fear removal from office in consequence of prosecuting powerful offenders;**
- (2) maintaining schools in which to educate the children who are prohibited from working;
- (3) maintaining vital statistics, especially birth records, such that the real age of native children may be readily ascertained;

* Italicized by Editor.

- (4) *maintaining provision for the adequate relief of dependent families in which the children are not yet of legal age for beginning work.**

More important, however, than the enactment of the foregoing provisions is the maintenance in the community of a persistent, lively interest in the enforcement of the child-labor statutes. Without such interest, judges do not enforce penalties against offending parents and employers; inspectors become discouraged and demoralized; or faithful officers are removed because they have no organized backing, while some group of powerful industries clamors that the law is injuring its interest. Well-meaning employers grow careless, infractions become the rule, and workingmen form the habit of thinking that laws inimical to their interest are enforced, while those framed in their interest are broken with impunity.

Upon parents there presses incessant poverty, urging them to seek opportunities for wage-earning, even for the youngest children; and upon the employers presses incessant competition, urging them to reduce the pay-roll by all means, fair and foul. No law enforces itself; and no officials can enforce a law which depends upon them alone. It is only when they are consciously the agents of the will of the people that they can make the law really protect the children effectively.

A standard law, composed of the best provisions of the law of Massachusetts, New York and Illinois are found in the same volume. We advise all lovers of children to send 10 cents for it to the National Consumers' League, 105 E. 22d St., N. Y.

* Italicized by Editor.



The Working of the New Scheme of School Administration in England

DAVID S. SNEDDEN, STAFF CORRESPONDENT, ENGLAND.

AS is well known, England, in establishing public elementary education in 1870, provided that all schools established and maintained by public funds should be governed by locally elected school boards. The system was not unlike that which prevails thruout the United States—fairly large school boards for cities, smaller ones for rural areas. These school boards had very considerable power and authority, altho the Education Department for the nation, thru its control of part of the funds for the support of the schools and thru its system of inspection, was able to set and maintain standards to an extent which is unknown in the United States except in secondary education as it is affected by college examinations and the accrediting system.

By the Act of 1902 a sweeping change was made in the government of the public schools. Everywhere the school boards were abolished and the public schools were placed under the charge of the general legislative body for a large area—a city council, a borough (small city) council, or a county council. These bodies are elected for local legislation and administration and of course the charge of the schools is but a minor part of their numerous functions—fiscal, sanitary, etc.

To enable the councils to carry on their educational work, provision was made for the creation within the councils of various educational committees, to which could be added a minority of persons not members of the councils. These committees, of course, were created by and responsible to the councils. Furthermore, provision was made for the appointment (by the councils again) of boards of "managers" of individual schools or groups of schools. At present the extent of the functions of those managers is somewhat doubtful, but it is certain that their power is mainly advisory and they have little of the authority of the defunct school boards. The city, borough, or county council, be it remembered, is always an elective body.

Four main reasons were urged in favor of the change.

(a) By the Act of 1902 local taxation was applied for the first time to what in America would be called private or parochial education. The councils were the only practicable bodies to control this taxation, and it was natural that they should be asked to control all local taxation for educational purposes.

(b) While the boards of education in the cities seem to have been composed usually of able and conscientious men, this does not seem to have been the case in the smaller and rural areas, where men unused to office, designing or self-important or ignorant, were frequently elected and under whom the independence of the teacher and the welfare of the schools suffered in spite of national inspection.

(c) The boards of education existed only for elementary education and their areas were only adapted to that as a rule. Different areas and organization were demanded for secondary, technical, and normal school education, and it was desired all these forms of education should be integrated.

(d) Finally, it was felt to be undesirable that either in rural or urban districts the function of education should be separated too greatly from police, sanitation, and those other public functions which minister to social welfare and for the support of which local taxation exists. Especially in the cities was it felt that a single body should exercise and integrate these numerous public duties.

It will be noted that American school administration is still wrestling with educational problems of administration which involve the foregoing conditions, excepting only those under (a). The school administration of Scotland still preserves the locally elected school board, but with the expansion of secondary and technical education the school board seems insufficient, tho it appears that Scotland is quite unwilling to give up its democratic form of school management.

In England it is too early to estimate the effects of the great change which is still looked upon, in some quarters, as a distinct move away from that local self-government which time is supposed to have endeared to the hearts of Englishmen. But two or three effects are already discernible. In the larger cities, the already overburdened councils tend to develop executive offices which can scarcely be said to have existed hitherto, for the office of school superintendent is an American institution, and its counterpart is not found in Europe. Local inspectors, executive officers or clerks, and

educational advisors are developing which will obviously represent the expert advisory and administrative functions of the American superintendent. In the second place it is noted that in the more rural areas, the county councils are traditionally landed men of considerable local influence and of conservative tendencies. It can hardly be expected that they will be as generously disposed towards high local taxation as were the school boards, tho their control may be more steady and progressive in other directions.

In the cities the old school boards had developed individual citizens of very extensive educational experience and capacity. Some of these found their way into the education committees of the councils, but there is widespread regret at the probable loss of this type of educational officer. Whether the new scheme will develop men of equal capacity remains to be seen.

The new scheme is very elaborate and will probably not be greatly affected by the discussion which now prevails over denominationalism in publicly supported schools. Therefore its effects will be watched with great interest, for it is a momentous step not only in the centralization of educational administration, but also in the direction of removing any extensive control of that education from the influence of the local voter.



What Some Leaders Think About Child Labor

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

The child ought to have constant practice in making and doing real things. He is to be taught to do things as well as to know things; and, other things being equal, those things which teach *to do* as well as *to know*, are better than those that merely teach *to know*. Often the very attempt to do a thing reveals the way and awakens the creative activity.

It would be a startling revelation should it be demonstrated that the very work of the child in the factory, which we have prohibited by legislation, is of more educative value than the work in many of our schools, which we have compelled him to attend. And yet it is certainly doubtful whether we have done our whole duty when we have passed these two laws and made no provision for complete training in the schools. School work that counts must be actively interesting. It must make the child take the initiative in progressive, creative activity. It must begin while the child is still in the stage in which a mere suggestion is sufficient for a reaction. It must begin with the kindergarten and extend thru the high school at least.

Training to think is very important, and, as a rule, the boy who thinks will distance the boy who doesn't think, in whatever he engages; only, it is *all-important* that he be trained to want to engage. This can be accomplished best thru actual undertaking.

Very truly,

F. A. COTTON.

State Supt. Public Instruction, Indiana.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

Missouri believes that every child has an inherent right to an education and to learn to work. We have laws protecting and safeguarding these rights and enforce them.

W. T. CARRINGTON, State Superintendent.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

Accept my congratulations upon the work you are doing in the interest of kindergarten education. The child is the hope of the future. The kindergarten is a most valuable help to the home and the school in the proper training of the child. If the child is to be trained for modern, civilized life it must be taught to play and to work. The kindergarten utilizes play for the purpose of securing the normal development of the child. The school teaches the child, not only to work, but to find pleasure in work as well as to stick to work when it becomes irksome. The State, by its legislation, says that the time of the child is so valuable that it must not be spent upon products of work that will sell, but upon school work that will fit for all the duties of modern, civilized life.

Very respectfully,

NATHAN C. SCHAEFFER.

State Supt. of Public Instruction.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

It goes without saying that *every* child is entitled to a decent elementary school education, and to protection from ill-treatment in the form of overwork.

No child under fourteen years of age ought to be required or permitted to work for wages in a store or factory.

ALFRED BAYLISS.

State Superintendent Public Instruction, Illinois.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST :

Children of school age may be properly taught habits of industry by the doing of certain work connected with the home, but every child should be fully protected by the state against factory or other severe labor that interferes with the fullest physical, intellectual or moral development.

Very truly yours,

J. W. OLSEN.

Superintendent Public Instruction, St. Paul, Minn.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

In Toledo many ignorant and mistaken parents are striving to drive their children into the factories before they have gotten thru the primary grades.

It is a cruel wrong to the child and to the commonwealth, and all school authorities should do their utmost in combating the evil.

Very truly yours,

H. J. EBERTH,

Superintendent of Schools, Toledo, Ohio.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

The civilization of any community may justly be inferred from the extent to which it protects the childhood of the community. No duty is more important than that of giving growing children reasonable opportunity for education and play. Premature employment is costly economically, a promoter of illiteracy and the cause of immeasurable social burdens. No State in the Union has yet established a standard as high as that which rational community house-keeping demands.

Faithfully yours,

EDWARD T. DEVINE.

Gen. Sec. Charity Organization Soc., New York.



The Reform School

THE following is based on the article, "Die Reformschule," of Dr. C. Schmidt, of Jena, in the July number of *Neue Bahnen*.

For decades there has been contention between the classic-humanistic schoolmen and the modern-realistic party, until in the so-called Reform School, according to the system of Altona and Frankfort, a medium has been found which appears more and more to be a happy solution of the problem.

The reform does not consist in a change nor in a lowering of the aims of the schools which it affects, the gymnasium, the realgymnasium, and the realschule. It has merely reference to the time and

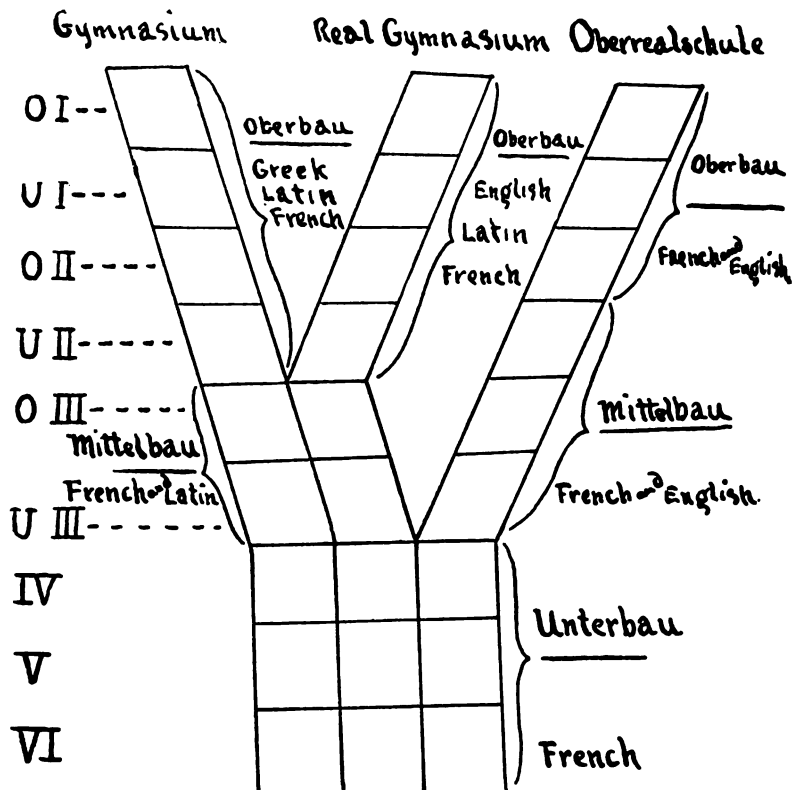


DIAGRAM ILLUSTRATING THE PROPOSED CHANGE OF CURRICULUM

order in which foreign languages are to be taken up in the gymnasium and the realgymnasium. The scheme is as follows:

(a) A uniform curriculum for the lower classes, Unterbau (Sexta to Quarta), somewhat similar to that of the present real-schule, in which the first and only foreign language is French.

(b) Two fundamentally different curricula for the middle classes, Mittelbau:

1. A two years' course (Unter- and Obertertia) with Latin and continuation of French for gymnasium and realgymnasium.

2. A three years' course (Untertertia to Untersekunda) without Latin, but with French continued and with English as a new language for the Oberrealschule and its equivalent, the Bavarian "Industrieschule."

(c) Three entirely different curricula for the upper classes, Oberbau.

1. A four years' course for the gymnasium (Untersekunda to Oberprima) with Latin and French continued and Greek as a new language.

2. A four years' course for the realgymnasium, likewise with Latin and French continued, but with English as a new language.

3. A three years' course for the Oberrealschule and its equivalent the Industrieschule (Obersekunda to Oberprima) with French and English continued, but with no new language.



Notes on the Magazines

SPECIAL ARTICLES OF INTEREST TO THE TEACHER AND STUDENT OF HISTORY.

A research article on the First Forty Years of Washington Society in *Scribner's* for September is the first of a series of three papers, based on diaries and family letters of Marvyn Bayard Smith. It deals with Washington in Jefferson's time, and is replete with interesting information. A similar article is found in *Harper's* for September, by Worthington Chauncey Ford, on "One of Franklin's Friendships," covering the years 1776-1790. These two are good, stimulating reading for high school and early college work.

The *Cosmopolitan* continues Alfred Henry Lewis' series on the "History of Andrew Jackson." Several important historical incidents are verified. The same author has an article in *Pearson's* for September on "The Reminiscence of Aaron Burr." The style in both is easy and the matter of sufficient worth for the student of history.

ARTICLES ON ART OF CURRENT INTEREST.

Munsey's, September, has an appreciative article on France von Lebach, Germany's greatest living artist. "The Artist of the Camera," in the same magazine, by C. Howard Conway, is very suggestive and could be worked over and worded, "The Teacher and the Camera." If every teacher would cultivate the use of the camera she might bring into the schoolroom many novel items of interest, and introduce the children to an aspect of real life itself.

MAGAZINE WORK ON SOCIOLOGY.

Everybody's prints an article on "How the American Wage-Earner Spends His Income," by F. W. Hughes, and contains some statistics for the student of sociology.

A very stimulating article by E. C. Brooks in the *World's Work* entitled "Women Improving School Houses," should be read by every principal and teacher, and by those who have the responsibility for the hygienic and artistic conditions in the classroom. Here, as elsewhere, the power of woman has been felt, and is being felt in bringing the school into closer relation to home and to life.

NATURE WORK.

"The White Tail Virginia Deer," by Ernest Thompson Seton, in *Scribner's* for September, is along that author's usual lines, probably some of his usual defects being emphasized therein. "The Diary of a Lion Tamer," in the *Cosmopolitan*, by Claire Heliot, has some suggestions in Methods of Teaching, and is a mild contribution to comparative psychology.

NOTES ON THE FOREIGN REVIEWS.

The question of "Italian Emigration" is discussed in the *Nouva Antologia*, and is concerned particularly with the possibility of changing the trend of Italian emigration from the United States and South America to Africa. There is much of historical reminiscence in the discussion, but the probabilities of ever carrying out the author's ideas do not seem to be very great.

The feature of most of the foreign reviews for September is the discussion of the food properties of many popular articles of diet. The *Revista d'Italia* has a long article in defence of the oyster, refuting the opinion of its being a source of typhoid. Laboratory methods were used to show that very few diseases which affect the oyster enter the human organism. Professor Klein, in the Metropolitan laboratory in London, quoted in the article, says, "that unlike all warm-blooded animals, the oyster exerts an antiseptic action on the typhoid germ and may really be a preventative of typhoid." The pedagog has no reason to be ashamed of his frequent changes of attitude when the savants now make such an astounding assertion in regard to the oyster, which has been blamed for so many human ills.

"The Tomato as a Medicine," is discussed in the *Correspondant*, Paris. Like the oyster it was accused of being the fruitful cause of appendicitis and several other ills, including gout, rheumatism, etc., etc. Armand Gautier, of the Academy of Science of France, recently made a chemical analysis of the tomato and found that it contained elements that were a positive benefit in the presence of any of the diseases that it was accused of producing. Another "right about" for the pure scientist.

Some articles of interest in German magazines: *Pädagogisches Archiv* (July, August), Dr. Julius Ziehen, Gedanken über die Führung des Schulaufsichtsamtes (Thoughts on School Administration). Fr. von Stromer-Reichenbach: Gedanken über Spracherlernung (Thoughts on the Learning of Languages). *Monatschrift für höhere Schulen* (July), Prof. Dr. W. Herz: Zur Bewegungs Freiheit (On Freedom of Movement). *Lehrproben und Lehrgänge* (July), Grossstadtschulen und Schulreform (Schools of Large Cities and School Reform), by Dr. Rudolf Wesseley. Was kann die Schule tun, um die Fähigkeit der Jugend zu selbständigem Arbeiten zu heben? (What Can the School Do to Increase the Ability of the Youth for Independent Work?), by Dr. Richard Herold. Der Wert der kleinen Ausarbeitungen (The Value of Working Out Small Tasks), by Dr. Mevs. Der Wert der Frage (The Value of the Question), by Dr. Ludwig Schädel. Pedagogical Dissertations in the Gymnasium Seminary (Die Pädagogischen Abhandlungen in Gymnasialseminar), by Wilhelm Fries.

Exhibition of Present Industrial Conditions

An exhibit has been planned by The Consumers' League of Philadelphia, The Civic Club, The New Century Club, and The Pennsylvania Child Labor Committee, for the purpose of showing in graphic form some of the actual conditions—both good and evil—of modern industry.

The better conditions of industry will be illustrated by exhibits of articles made in well-ordered factories, such as those which use the Consumers' League Label, accompanied by information regarding the conditions of employment; and good selling conditions will be represented by exhibits from the retail stores on the "White List."

The evil features, such as sweat shop work and child labor, will be shown by a collection of sweat shop and tenement-made articles, accompanied as far as possible by schedules of wages, hours of labor, and sanitary conditions; and by a series of representations picturing actual cases of child labor, and of ill-regulated, unsanitary and inhuman work conditions. There will also be exhibits illustrative of the various means employed by different organizations to lessen these evils, and those that follow in their wake.

Photographs, statistical charts, and printed matter will be used to arouse further public interest; and it has been planned to have nightly lectures by men and women most thoroly acquainted with the conditions shown in the Exhibition.

The following organizations are co-operating in the plan, and will, as far as possible, add exhibits of their own:

The Pennsylvania Association of Women Workers; The Charity Organization Society; The Children's Aid Society; The Christian Social Union; The Emerson Club; The Octavia Hill Association; The Pennsylvania Society for the Prevention of Cruelty to Children; The Pennsylvania Society for the Prevention of Tuberculosis; The Philadelphia Association of Day Nurseries; The Philadelphia Branch of Woman's Suffrage Association; The Philadelphia Mothers' Club; The Public Baths Association of Philadelphia; The Public Education Association; The Visiting Nurse Society; The Association of Collegiate Alumnæ; The City Parks Association; The Girls' High School Alumnæ; The Vacant Lots Association.

For further information, address Mrs. Charles J. Hatfield, Chairman, 258 So. 18th street, Philadelphia.

Publications of the National Child-Labor Committee and Others*

I. SMALLER SERIES:

1. Folder giving names and addresses of the members of the National Child Labor Committee, statement of the Objects of the Committee, and list of executive officers. Pp. 8.
2. "ILLITERACY PROMOTED BY PERJURY." Pennsylvania Child Labor Committee.
3. "CHILDREN WHO WORK AT NIGHT."
4. "UNPROTECTED CHILDREN." A discussion of children in occupations not usually covered by child labor legislation. Pp. 20.
5. "THE COST OF CHILD LABOR." A study of diseased and disabled children.
6. "DEPENDENT PARENTS."

II. LARGER SERIES:

1. Program of the First Annual Meeting of the National Committee, held in New York City, February 14-16, 1905. Pp. 4.
2. "CHILD LABOR." A volume containing the papers and addresses, and the proceedings of the First Annual Meeting of the National Committee, also two specially contributed articles on the subject of child labor. Pp. 176. Price, cloth bound, \$1.25; paper binding, \$1.00.
3. "THE SCHOOL AS A FORCE ARRAYED AGAINST CHILD LABOR." By James H. Kirkland, Chancellor, Vanderbilt University, Nashville, Tenn.
4. "CHILD LABOR FROM THE EMPLOYER'S POINT OF VIEW." By Rev. Dr. Emil G. Hirsch.
5. "THE TEST OF EFFECTIVE CHILD LABOR LEGISLATION." By Owen R. Lovejoy, Assistant Secretary of the National Child Labor Committee.
6. "CHILD LABOR LEGISLATION AND METHODS OF ENFORCEMENT IN THE WESTERN STATES." By Judge Ben. B. Lindsey, Juvenile Court, Denver, Colo.
7. "CHILD LABOR LEGISLATION AND METHODS OF ENFORCEMENT IN THE NORTHERN CENTRAL STATES." By Halford Erickson, Commissioner of Labor, Wisconsin.
8. "CHILD LABOR LEGISLATION AND METHODS OF ENFORCEMENT IN THE NEW ENGLAND AND MIDDLE STATES." By Mrs. Florence Kelley, Secretary of the National Consumers' League, New York.
9. "CHILD LABOR LEGISLATION AND METHODS OF ENFORCEMENT IN THE SOUTHERN STATES." By Rev. Neal L. Anderson, Montgomery, Ala.
10. "THE WORK OF THE GENERAL FEDERATION OF WOMEN'S CLUBS AGAINST CHILD LABOR." By Mrs. A. O. Granger, Chairman of Child Labor Committee, General Federation of Women's Clubs.
11. "CHILD LABOR IN THE UNITED STATES AND ITS GREAT ATTENDANT EVILS." By Felix Adler, Ph.D., New York.
12. "CHILD LABOR IN SOUTHERN INDUSTRY." By A. J. McKelway, Charlotte, N. C.
13. "CHILD LABOR LEGISLATION—A REQUISITE FOR INDUSTRIAL EFFICIENCY." By Jane Addams, Hull House, Chicago.
14. "CHILDREN IN AMERICAN STREET TRADES." By Myron E. Adams.
15. "THE OPERATION OF THE NEW CHILD LABOR LAW IN NEW JERSEY." By Hugh F. Fox.

CHILD LABOR LEGISLATION, compiled by Miss Josephine C. Goldmark, with introduction by Mrs. Florence Kelley, gives schedules of the existing statutes on Child Labor and the compulsory education laws of all the States. Very complete. Published by National Consumers' League, N. Y. Price, 10 cents.

CHARITIES AND THE COMMONS, published weekly in New York, has articles bearing upon the question of child-labor. Published by Charity Organization Society.

CHILD LABOR IN NEW YORK, CHILD LABOR IN FACTORIES AND STORES, and CHILD LABOR IN THE STREET, give other phases of the problem. Published by Child Labor Committee, N. Y.

* Most of these can be had by sending for them, stamp enclosed.

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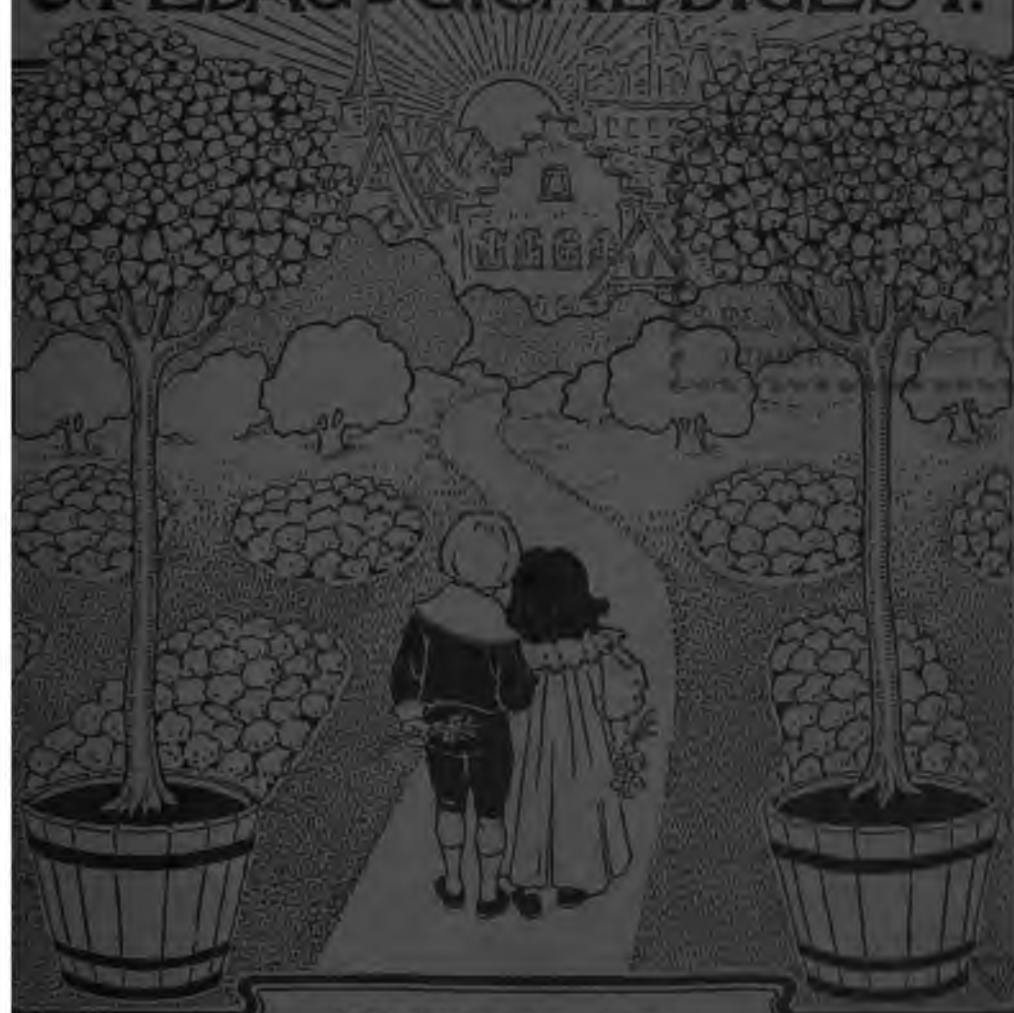
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The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—NOVEMBER, 1906.—No. 3.

Forms of Industrial Education Best Adapted to City Children*

CHARLES H. KEYES

THE traditional subjects of the school curriculum aim to train the child through exercises whose perception basis is either visual or auditory, or both. The child's seeing and hearing alone condition all his learning within the scope of the time-honored subjects. But manual training aims at the development of the individual through the introduction of experiences based on other sense perceptions than those of sight and hearing. Touch and muscular resistance are called into play because they furnish, independently and in conjunction with the other sense avenues, experiences which react in the development of nervous centers and forces otherwise left practically impotent so far as the training of the schools is concerned. In deciding what forms of manual training are especially valuable for the child of any determined environment, certain governing principles must be kept clearly in mind:

First. This training must develop capacity, which is a new, additional positive contribution to the child's unconscious endeavor at self-realization and the school's conscious endeavor to transform his possibilities into powers.

Second. This training should furnish him experience which enlarges his capacity to adapt himself more easily and efficiently to his life work and environment when school days are finished. He should begin to learn as a boy things he must do as a man.

Third. This training should not neglect to furnish him some experiences lying entirely outside the field of his prospective life activity, and especially some of that class of experiences which will

*Address before the Department of Superintendence, N. E. A., Louisville, Ky., March, 1906.

enable him to understand and sympathize with the endeavor and aim of large groups of his fellow men whose surroundings and occupations are decidedly unlike his own. He should begin to get the viewpoint as a boy of a position he will not occupy as a man, but which will be occupied by thousands of his fellow men with whom the good of the commonwealth and the nation demands that he shall have intelligent sympathy.

Fourth. This training is the resultant of exercises in which the pupil is making high endeavors at self-expression. He is writing himself into the drawing or the model he constructs. His ideals of strength, utility, beauty and honesty are modeled in the clay, cut and carved in the wood, bent and forged in the iron, braided and woven into the raffia and reeds which he manipulates.

With these principles in mind and a recognition of the fact that the immediate direction of the manual training work of the great majority of city children must be in the hands of the regular grade teacher we may proceed to make some specific answers to the question, "What forms of industrial training are best suited to the child of any determined environment?"

Obedience to the first and fourth of these principles will eliminate some of the common forms of manual training frequently used as pedagogical soothing syrup under the name of "busy work" in many primary schools. It will do away with much of the work on hard and fast models in which the pupil has little or no choice or initiative, and which admit of only a comparatively low order of self-expression.

So far as the life of any particular city or class of cities is distinctive, its conditions must guide us in applying the second and third principles, which chiefly determine the forms proposed for our discussion.

Recognition of the principle that in manual training and industrial education the pupil should be taught to know and do, as a boy, things which he will have to do as a man, is now widespread. We have ceased to apologize for any special form of manual training having educational value, because it gives a boy the skill of a craft in which he may later earn his living. We are no longer ashamed to acknowledge that many of our pupils are taught in our schools the very art or arts whose exercise in the business world gives them their support. This conclusion is the only justification for the large place that cooking and sewing have long enjoyed in the

schools of our most progressive cities. Call it trade school work if you will, but remember that all our girls must be trained for the vocation of homemaker and be skilled either in practising these two arts or in the direction, supervision, and training of others in their exercise.

I may probably best indicate by illustration what I deem to be wise operation of the law that the special character of the business life of a city should affect the forms of industrial education in its schools. My own city (Hartford) is known throughout the business world as a banking, insurance, and manufacturing center. We employ thousands of clerks, accountants, copyists, bookkeepers, typists and stenographers in these offices of our banks, insurance companies and factories. The factories are devoted largely to the production of high-grade metal manufactures. Our guns and automobiles, our tires and bicycles, our typewriters and automatic machinery go into every quarter of the world where efficiency is prized. In their production we employ thousands of machinists, patternmakers, draughtsmen, smiths and other high-grade mechanics. The ranks of all these must be annually recruited from the boys trained in our public schools.

We recognize accordingly that penmanship has in our schools a place which it is not generally accorded or entitled to in many other cities. We deliberately teach it as an important manual art all through the nine grades of the grammar schools and in the high school as well. Similarly, work in wood and iron is begun as low as the fifth grade of the grammar schools and carried through the high school. Drawing and design begin in the kindergarten and are available through every year to the end of the high school course. Typewriting, stenography and bookkeeping are taught in our high school. Our work in patternmaking, mechanical drawing, and machine shop practise is more extended than might be justified in a city of different commercial life. Our evening high school has not hesitated to undertake the training in its shops and draughting rooms of ambitious young men from the factories. Without conscious formulation of the doctrine that the schools of the community should teach whatever the business of the community demands in a large way, we have accepted it in our practise.

Because of recognition of the principle that every man's vocation as well as his location puts limitations upon his life and thought, we have always deemed it necessary to teach pupils many things in

history, literature and language largely for the purpose of enabling them to understand people far removed from them in time or territory. We know the moral value of the suggestion, "Put yourself in his place"; but we have not fully learned that due appreciation of the dignity of manual labor, and its possible intelligence and self-respect can not be gained without doing this in some practical way. No amount of reading and study will do this for most of us as efficiently as a little experience with the life work of the class we would understand. How else can we account for the general attitude of the public toward manual and industrial education? We hear enough of its virtue, we read enough of the value of its contribution to the efficiency of the social and political life. But so long as only the neglected negro, the abused Indian, and the inmates of our reformatories and penitentiaries are made its chief beneficiaries, how can we avoid the conclusion that it is not truly understood?

Now no one will deny that it is highly important that the city boy, who as a man is to live in the city, help form public opinion of the city, and express that in his vote, should have a sympathetic interest in the work of the farmer, the horticulturist and gardener. The good of the commonwealth demands it. In my own state the gravest hindrance to progress in helpful legislation for both city and country is mutual misunderstanding of the city viewpoint and the country viewpoint. We in the city think the shortcomings and duty of our farmer fellow citizens are manifest; but is it not our duty to give our children not only tuition but industrial experience that will make it easier for them to co-operate more intelligently and sympathetically with the great agricultural class?

And not alone in manufacturing states like Connecticut, but throughout the Union, the city children need this opportunity to gain at least an elementary acquaintance with the life endeavor of the great farming class. The best place to train our city boys and girls to this open-eyed and open-hearted co-operation with the millions of their farmer fellow citizens is in the school garden. The school garden as an institution has of course large value as a Nature study laboratory. It may also prove a solution of the vexed problem lying between too many hours in school and too many hours on the street. But its chief value lies in the fact that it gives through its experience the moral and intellectual sympathy which I have urged is so needed in the civic and political life.

It may be urged that the garden on any adequate scale is not

available in the city. It is not and will not be in the city on the day in which we do not insist on the minimum land interests of children. No man would undertake to rear a score of good Kentucky colts without ample grounds in which they might get their play and their training. To limit these would be to insure failure with the noblest quadruped the world has produced. But dozens of communities are essaying to rear a thousand American boys and train them on a school site but little larger than the building, a school site covered with a brick house, a concrete walk, and the grave of man-making play, above which rises the mournful epitaph, "Keep off the grass." Have we not reached the time when we know that blooming girls and bouncing boys are worth more than springing grass and budding bush? Whenever and wherever the physical rights of our youth are properly understood by the managers of our schools, we can trust the solution of the land question to the American father whose prayer to-day is still that of the Grecian hero before the walls of Troy, "May this, my son, be greater than his father."

Again let me illustrate by the example with which I came to be most familiar and which involved all the type difficulties besetting the development of a city school garden. The Wadsworth Street School—the central school of the system for which I am responsible—is situated in the heart of a thickly populated district of our city. To it 1,800 boys and girls went daily. The unoccupied portions of the site were barely adequate to the play purposes of the school. The proper appeal to the school committee in the name of the open air rights of the children resulted in the purchase of the needed land contiguous to the school site. All was unenclosed and to the committee it seemed desirable to keep open to the public certain walks through the property by which thousands of citizens daily traveled to and from their homes. The land secured was enough to furnish garden opportunities for from 300 to 400 children in one year. It seemed desirable then to give the garden opportunity to the children of the youngest grades. The first year the gardens were given up exclusively to the children of six kindergartens under the leadership of an enthusiastic kindergarten supervisor of limitless industry. Nearly all of the kindergartners and the great mass of their children caught the spirit of the work and the gardens were a great success. The boys and girls of the neighborhood without any invitation took on themselves out of school hours and during vacation the duty of protecting them from trespassers and marauders.

* * * * *

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* * * * *

The Kindergarten Program

HARRIETTE MELISSA MILLS.

II.

The Child, His Nature and Needs.

THE great educational leaders, Comenius, Rousseau, Pestalozzi and Froebel, had, as we have seen, intuitions of the meaning and significance of the plastic period of childhood, as offering opportunities and conditions that are favorable to educational development. They, indeed, builded far better than they knew, since the revelations of biology and psychology have raised the intuitions of these earlier thinkers into insight for the guidance of other laborers in the field of education.

That psychology bears a very important relationship to educational procedure, will not be seriously questioned; and it is generally recognized that child psychology as distinguished from adult psychology is a factor of increasing significance in educational theory and practise.

A real knowledge of the processes of the mind's "becoming,"—in so far as investigation and observation have revealed them—is necessary if one wishes to work with true insight into the nature of the child, or organize educational materials and devices with any degree of certainty or effectiveness. The contributions of genetic and dynamic psychology to the solution of the problem of the needs of childhood, are very great; but in no sense should it be understood that the last word has been spoken, or the seal of finality placed upon their utterances. We may still find, in the great educational leaders of earlier times, inspiration and guidance, since, considered in the light of modern science and psychology, the universal truths revealed to them, stand out in sharp relief, against a background of uncertainty and error. We will do well to remind ourselves that this background is not to be ignored, because it is the record of the travail of great souls, burdened for the sake of humanity; and that error has a ministry in the development of humanity, since it is

indeed "human to err." We profit by the failures of others, just as it is given to us as individuals to "rise on stepping stones of our dead selves to higher things." In the history of the race it is sublimely true that out of error and strife humanity is slowly gathering its heritage of liberty and love.

It is no part of the present plan to present any, save the most general, aspects of child psychology, and indicate their bearing on the problem of child development. Genetic and dynamic psychology lay stress upon the unitary character of the human organism; not on the body alone, as bearer of an inheritance of physical tendencies and aptitudes that must be recognized and disciplined through education; nor on mind alone, the bearer of predispositions towards intellectual and psychical development; but on the unitary life of the human being, that cannot be dichotomized as body and mind, nor trichotomized as physical, intellectual and spiritual, but is, rather, a psychophysical organism, bearer of a corporate life whose development and interpretation depends upon the preservation of its own integrity as a real unit.

We may study the processes of the body from the biological and physiological point of view, in order to ascertain its structural and functional significance; and, again, we may interrogate the processes of mental life, that we may ascertain the order of the development of mind with its interactions and interrelations; but we cannot proceed far with these investigations without recognizing that most intimate relationships exist between the development of the nervous system of the organism and the development of the processes of conscious life. Evolutionary science revealed that the increasing complexity of the nervous system had, as its concomitant, an increasing complexity of conscious or psychic life. These latter aspects of psychophysical life were seized upon by the evolutionary movement, and accentuated thru exceedingly subtle and delicate processes, until man came to possess an organism, that, being only partly serviceable at birth, required the element of time to perfect its equipment of physical and psychical inheritance. The lengthening period of infancy made the continuation of the evolutionary processes possible, by means of continual adaptations and adjustments to an increasingly complex life experience.

The psychophysical organism, during its period of plasticity, is teachable, and herein lie the tremendous educational implications of the lengthening period of infancy. Thus it can be readily under-

stood that the isolated study of the physical characters of the organism, or the study of its psychic factors, can never present the real unit of a personal life. This can be seen only thru understanding that either of these aspects acquires its significance and validity by means of interaction processes that make one individual life; and as such, education is the instrument of guidance of its conjoined physical and psychic propulsions.

The old dualism that set the physical on the one hand and the intellectual on the other, still obtains in much educational theory and practise. The legacy of faculty psychology has not been spent. Even in kindergarten both theory and practise continue to perpetuate Froebel's lapses into something very like faculty psychology in the gift and occupation exercises, despite the fact that Froebel's tendency was primarily towards the unitary conception of the life processes.

It is the business of genetic and dynamic psychology to investigate every aspect of the unfolding life of the child; and setting aside any attempt to orientate the subject in this connection, we will appropriate the general psychological position which affirms that the psychophysical organism is thriddled thru and thru with highways and byways, thru which life at some more or less remote period flowed freely for its preservation and development. Thus the child has at birth an equipment of automatic co-ordinations that maintain the vital functions of life, a few exceedingly primitive reflex activities—such as crying, grasping, etc.—which constitute its motor capacities, and a fund of instinctive predispositions that involve the nervous system and the higher cerebral centers. Together these constitute Nature's free gift to the child at birth.

Furthermore the meager outfit of reflex and instinctive capacities possessed by the child at birth is extended and enlarged very rapidly with the processes of unfolding life. New instincts appear at different stages of development which may become fixed in habit, or, thru purposive or unconscious neglect disappear altogether. *The primordial fact concerning the psychophysical organism is activity, and the cardinal fact concerning instincts and capacities is their plasticity; they can be modified, they can be annihilated.* By this we understand that the child is capable of being modified by both physical and psychical experiences. By means of exceeding sensitiveness to external stimuli, and the characteristic of "docility" or teachableness, the child learns by experience. Each former expe-

rience tends to persist and modify each present situation, and thus is progressively fashioned the individual's attitude and habitual response to his environment. In a word, the experience processes which arise within the individual life, tend to establish an organic "unity of consciousness," which, while possessing elements of permanence, has also the dynamic elements of progression.

Many of the instincts and capacities that waken within the child are not available to its development. Nevertheless these must be recognized and their significance understood, else how accelerate the movement of counter experience which consign them to oblivion? This task of rendering the negative instincts and capacities ineffectual constitutes one of the great problems of educational procedure. Formerly the situation was met by the negative mandate, "Thou shalt not," which had, as its accompaniment, a school régime based upon military discipline, characterized by harsh, unsympathetic treatment of children. Present tendency in education is meeting the problem with the positive direction, "Thou shalt," with an accompaniment of sympathetic understanding of child life hitherto unknown.

It is a practical truth that the enlightened teacher can often discern the approach of harmful tendencies, and by appealing to higher capacities in the child, fill the life with positive interests, which leave no opportunity for the invading alien impulses to function.

Froebel emphasizes the positive approach to the problem in these words of wisdom which occur in the Mother Play Song of The Greeting: "There is but one means of avoiding wrong activity; but rejoice, friends of childhood and humanity, for it is a sure preventive. This preventive is right activity—an activity as persistent as it is fit and lawful; an activity which is not of the body alone, nor yet alone of the heart or head; an activity wherein are blended body and soul, thought and feeling."

Again he writes: "The only and infallible remedy for counteracting any shortcoming and even wickedness, is to find the originally good source, the originally good side to the human being that has been repressed, disturbed, or misled into shortcoming, and then foster, build up, and properly guide this good side. Thus the shortcoming will at last disappear, although it may involve a hard struggle *against habit, but not against original depravity*, in man;

* * * for man prefers right to wrong."¹ In these and many other passages, Froebel indicates his transcendent faith in the essential integrity of the individual life.

Such considerations must suffice to make the general nature of the problem apparent. Briefly restated, it is this: Within the organism, instincts, capacities and tendencies of both positive and negative import, unfold with the developing life of the child, and stimuli of the same dual character assail it from without. All these influences move with tremendous formative force, against which the child's rudimentary powers of reason and judgment offer no adequate safeguard; hence the sanction of purposive education that must begin the education of man at birth, placing emphasis upon the nurture of a personal life by means of right thoughts and activities.

Such, then, is the *nature of the child*, bearing within itself the race-life of the body, with tendencies towards activities of helpful or harmful nature; bearing also within itself the race-mind with its essential activities that "building itself from immemorial time out of this mystery of thought and passion, as generation after generation kneels and fights and fades, takes unerringly the best that anywhere comes to be in the world, holds to it with the cling of fate, and lets all else fall to oblivion; out of this best it has made, and still fashions, that enduring world of idea and emotion into which we are born as truly as into the natural world."²

The child's *deepest need is for guidance*. This is the great problem in education. By means of example and instruction, education seeks to guide the development of the life processes, in such a way as directly to reinforce the child's own efforts towards self-realization; and indirectly to realize the race life and mind, which may be seen again in the being of a little child "vaguely reaching forth toward something akin to itself, not in the realm of fleeting phenomena, but in the Eternal Presence beyond."³

If we once accept these views of the nature and need of the child, we can never entertain the Lockian idea that the mind is a *Tabula rasa*, passively waiting the imprint of external stimuli. Mind is, rather, the potential self which becomes actual thru its own ini-

¹"Education of Man," pp. 121-122.

²"The Torch," by George Edward Woodberry, pp. 9-10.

³"Through Nature to God," John Fiske, p. 188.

tiations and propulsions. Paracelsus voices our deepest conviction of the true nature and need of the self, when he says :

"Truth is within ourselves; it takes no rise
From outward things, whate'er you may believe.
There is an inmost center in us all,
Where truth abides in fulness; and around,
Wall upon wall, the gross flesh hems it in,
This perfect, clear perception. * * *

* * * And, to know,
Rather consists in opening out a way
Whence the imprisoned splendor may escape,
Than in effecting entry for a light
Supposed to be without."¹

The nature of our problem having been meagerly sketched in the attitude of great leaders of educational thought toward the child, and in the general position of genetic psychology, which, with the help of the doctrine of evolution, seeks to account for the child's becoming, and indicates what it has in it to be, let us turn to problems of intense practical nature that emerge from these truths concerning the nature of the child and his needs.

It is necessary that those who undertake to guide the child into a life of control, should have a clear knowledge of the ways in which the unfolding life of the child manifests itself thru positive and negative reactions, to the stimuli of its environment. But the unfolding life of the child will not wait while we con over its varied manifestations, or adjust itself to our leisurely way of accentuating the positive tendencies, or repressing those of negative import. *Purposive education must economize time, strength and opportunity, and economy, the world over, operates thru the principle of selection.* Purposive education, therefore, *selects certain positive tendencies* of the psychophysical organism, and, thru their full and rich functioning, seeks to secure the nurture of all that is best in child life, meeting the outcropping of negative tendencies, when they appear, with such cure as right habits and activities afford. Or, stated in another way, out of the mass of native tendencies and capacities, purposive education selects for the development of the child those dominant, primitive impulses whose unfolding thru natural education, furthered the evolution of race-life and race-mind.

In the development of these primitive impulses, the child repeats the processes of race development, because the characters of race experience are stamped upon the physiological aspects of its

¹"Paracelsus," by Robert Browning.

life-whole; but the *product* of these impulses is *capable of infinite variation*, since here are involved the psychical aspects of the life-whole, which reflect the temperament of an individual life. Thus the essential nature of the child is under the restrictions of racial experiences that make for the conservation of the past, and is, at the same time, subject to the propulsions of its own personal life which make for variation and progression.

Dr. John Dewey, who, perhaps, more than any other educational leader of to-day, has put himself to school with child life, declares that "the primary root of all educative activity is in the instinctive, impulsive attitudes of the child, and not thru the presentation or application of external material, either thru the ideas of others, or thru the senses." What the primary impulses are, that have been formative in the development of the race, and are still available in the education of the child, can be stated in very simple terms. They are: (1) *the impulse to utter sound*, in order to establish relationships with other sound-making individuals, which develops into a complex, articulate language; (2) *the impulse to do*, which inaugurates, first, the life of control over the physical self, and later, leads to the exploitation of, and control over, the elements of an external world; (3) *the expressive impulse*, or the impulse to make a record of one's doing and seeing in some form of picturing—which constitutes the rudimentary efforts of primitive man, and also of the child,—to preserve, with some degree of permanence, the experiences of a simple life.¹

All these may be restated in scientific terms, and subjected to many subdivisions; but the fact remains that out of these three classes of impulses—which are, in reality, but so many variations of the one primordial impulse to act—has developed the race-life of control of experience, and still functions to the same purpose, in the life of each individual human being.

Referring again to Dr. Dewey's statement quoted above, concerning the instinctive and impulsive activities of the human being, it is interesting to find that the position he assumes is not a matter of mere theory, but one capable of practical application in the affairs of school life, furnishing, indeed, a working basis for educational procedure. Dr. Dewey's convictions lead him to say: "If we rough-

¹For the child aspect of the picturing impulse, see "A Study of Children's Drawings," Pedagogical Seminary, Vol. 4, p. 79. Also, "Studies in Childhood," by Sully.

ly classify the impulses which are available in the school, we may group them under four heads. There is the social instinct of children, as shown in conversation, personal intercourse, and communication. * * * The language instinct is the simplest form of the social expression of the child. Hence, it is a great, perhaps the greatest, of all educational resources.

Then there is the instinct of making—the constructive impulse. The child's impulse to do finds expression first in play, in movement, gesture, and make-believe, becomes more definite, and seeks outlet in shaping materials into tangible forms and permanent embodiment. The child has not much instinct for abstract inquiry. The instinct of investigation seems to grow out of the combination of the constructive impulse with the conversational. * * *

Children simply like to do things, and watch to see what will happen. But this can be taken advantage of, can be directed into ways where it gives results of value, as well as be allowed to go on at random.

And so the expressive impulse of the children, the art instinct, grows also out of the communicating and constructive instincts. It is their refinement and full manifestation. Make the construction adequate, make it full, free, and flexible, give it a social motive, something to tell, and you have a work of art. * * *

* * * Now, keeping in mind these fourfold interests—the interest in conversation or communication; in inquiry, or finding out things; in making things, or construction; and in artistic expression—we may say they are the natural resources, the uninvested capital, upon the exercise of which depends the active growth of the child."¹

The development of the far-reaching implications of this apparently simple classification of available impulses must be deferred until later. One primary truth, however, stands out in great clearness at this time. Purposive education, by this plan, places itself in the very center of the stream of impulsive energy, which flows by its own essential power towards the self-realization of each individual. Education is, therefore, passive and following, directing and selecting out of innumerable experiences those that are formative and suitable for the development and fulfillment of the life processes. It conserves to each individual the best in the racial experience; it

¹"The School and Society," by John Dewey, pp. 59, 60, 61.

also provides opportunity for each individual to reveal himself with self-determination and freedom, and to utter that note of personal life and power which is his most precious possession.

Froebel saw the implication of the high office of training and instruction when he wrote: "The purpose of teaching and instruction is to bring ever more *out* of man rather than to put more and more *into* him; for that which can get *into* man we already know and possess as the property of mankind, and every one, simply because he is a human being, will unfold and develop it out of himself in accordance with the laws of mankind. On the other hand, what is yet to come *out* of mankind, what human nature is yet to develop, that we do not yet know, that is not yet the property of mankind; and, still, human nature, like the spirit of God, is ever unfolding its inner essence."¹

The impulse to activity in the human being—that purposive education assumes the right to guide and interpret during the period of plasticity—is fundamentally *self-activity, man's highest endowment, in the exercise of which the self continually reveals its nature, and may progressively achieve its destiny, which is freedom. Psychophysical life unfolds under the law of organic unity; and self-activity is the method of its revelation and realization.*

¹"Education of Man," p. 279.

Studies in Froebel

E. LYELL EARLE, PH.D.

II.

Froebel's Conception of the Child

IN our last study we considered Froebel's place among educators. This month we shall discuss his conception of the child. The way nations and individuals have looked at the child has always determined their views on the nature and aim of education and of the subjects and methods best calculated to attain this aim.

Froebel's conception of the moral, intellectual and physical nature of the child was very much in advance of any educator that preceded him, and was nearest to the conception that prevails generally among educators to-day.

From the first to the sixteenth century the child was considered almost exclusively from the moral or spiritual standpoint. Despite the fact that the doctrine of original depravity had no place either in pagan or Jewish belief, the dogmatic efforts of Augustine to exalt Christ at the expense of human nature produced the most disastrous results. The child at birth came into the world a physical, moral and intellectual degenerate. According to Christian theology his body was weakened, his intellect darkened, and his will had fallen under the sway of the evil one. The demon could easily be expelled by the purifying waters of Baptism, and grace would always be at hand to enable him to master the *fomes peccati*, the incentives to evil, that persisted despite the cleansing waters of regeneration.

Everything about the child, however, remained such an incentive to evil. His steps led him naturally away from good; the evil one was "rushing about as a roaring lion seeking whom he might devour." Every sense by which the child was to get to know his environment was an avenue of approach that had to be carefully guarded against the entrance of evil. Every beauty of nature that appealed to eye or ear or touch, every sweet odor of flower or aroma of field might be laden with the vapors of spiritual death. The art, the literature, the culture of the past were so many dangerous influences to be kept from the child, or he was to be so fortified by grace and armed by constant warning that they could not injure him.

Hence, the subjects to be taught must be carefully expurgated and the methods of teaching the child must be those of repression, opposition and punishment. The mere native tendency to do was a sure sign that the deed was evil in itself.

The education, therefore, of the child for the first fifteen Christian centuries was spiritual, was a process of repressing evil tendencies, of opposing environment and life as a source of sin and eternal death.

Comenius was the first to make an effort to remedy some of this. He was the first really to discover the child as an object of formal mental development, apart from the religious conception of life. But Comenius was dominated by the ideals which have been transmitted from humanism and scholasticism, and did not rise to the conception of the child as a free agent. He had indeed a glimpse of the value of nature as an educator, but formal instruction and formal material were the main means by which he hoped to educate the child. The start indeed was a great one, but still very far from the proper conception of the possibility of education of the child as a truly free agent.

Rousseau went a step further in proclaiming the sanctity of environment as a source of life and power for the child, instead of a cause of weakness and of death. Rousseau's conception of education according to nature meant more than appears at first sight. It meant in the first place a protest against the doctrine that the senses, which were the sole avenues of approach to the mind, were sources of evil to the child. It meant that no book, no printed word or picture, no expressed views of the teacher could take the place of the beauty of nature, of the stimulus of flower, of leaf and of field, of the murmur of the forest, of the song of the bird, of the music of the spheres. Nature alone, which had originally given the stimulus and created the possibility of response, could reawaken that hereditary deposit of mental ability into new life by means of the natural and proper stimulus. The old doctrine of the mortification of the eyes, of turning the glances away from the beauty of nature lest it lead into sin had no place in Rousseau's conception of education according to nature. The steps of the child were to be turned not away from life into seclusion, mortification and book reverie, but out into the world with its sights, its sounds and constant suggestions of the possibilities of education thru contact with nature and with life. Rousseau had a glimpse of the child as free.

Pestalozzi aimed at organizing this vast source of strength and material as found in nature as opposed to books, and at bringing the child to recognize its benefits by personal activity in using this material and getting power from the contact. With Pestalozzi the child is really free.

But Froebel went farther than any or all of these. His conception of the nature of the child as a free moral and intellectual being made it possible for him to have a more rational appreciation of the subject to be educated, of the material best suited to effect this, and of the scientific methods adapted to this end.

Speaking of the moral nature of the child he says :

"For indeed the nature of man is in itself good, and there are in man qualities and efforts good in themselves. Man is by no means bad in himself, and his qualities are in themselves not bad, and still less are they evil, if one does not call evil, bad, and erroneous as such, and in its properties and results the *finite, corporeal, transitory, and bodily*, which has its inevitable foundation and its existence in the appearance of the eternal in the temporal and as temporal, of the one in the individual and as individual, in the destiny of man to consciousness, reason, and *freedom*, and what necessarily follows, that man must be able to fail in order to be good and virtuous, that he must be able to become a slave in order to be truly *free*.

"Whoever is to do that which is divine and eternal with self-determination and *freedom* must be able and permitted to do that which is earthly and finite.

"Since God wished to make himself known in the finite, it could be done only by means of the finite and transitory.

"Whoever, therefore, calls the temporal, individual, finite, corporeal, and bodily, bad in itself, in saying this contemns Nature in itself: indeed he, to speak truly, slanders God." ("Ed. of Man," Sec. 51.)

Again in another place Froebel says :

"Therefore an originally good but misshaped or displaced quality, a good effort, only repressed, misunderstood or misdirected, or misled, lies at the foundation of all appearance of incorrectness in man.

"And, therefore, the only but never delusive means of annihilating and abolishing all incorrectness, even wickedness and evil, is to exert one's self to seek and find the original good fount of the human being, in the misshaping, disturbing, or misguiding of which lies the cause of the incorrectness, and, having found it, to nourish, foster, strengthen, and rightly guide it. Thus will the incorrectness finally disappear, though not without laborious combat, not with the original, but *with the habitual evil* in man; and this disappearance

will take place so much the more quickly and surely because man himself abandons the path of incorrectness; for man prefers the right to the wrong." (Ibidem, Sec. 52.)

According to Froebel, therefore, the child does not begin life with any mysterious spiritual handicap, dragging him ever toward evil, but evil results from the improper choice of material in arousing the child to a full consciousness of his power, or in improper methods of developing this native power into its fullest expression. It was not so much Froebel's philosophy or pietism that gave him this true conception of the spiritual nature of the child, as his intuition into child life itself, which made him see in the joyous struggling of the infant effort a reaching toward conscious union with God, the world and humanity, a free response to real situations of life.

When we turn to Froebel's conception of the intellectual nature of the child his insight was truly marvelous. His advance on his predecessors was in this respect even greater. Rousseau had been satisfied to turn the child over to the stimulating influence of natural environment; Pestalozzi had been content in arousing the child to almost any kind of activity in responding to this natural stimulus of life; but Froebel saw that education in the human species was along the general lines of all organic growth, and that the process in man, beast and plant was analogous. Hence, his great doctrine of *self-activity*, as distinct from mere activity. We may define Pestalozzi's activity as any response of the organism to any stimulus, whereas Froebel's *self-activity* was the spontaneous response of the individual to the *proper* stimulus. The pedagogical implications here are truly great. Not any re-action, not any response to any stimulus, but the *selective* reaction, the spontaneous response to the stimulus chosen out of many, in a word, the great principle of the instinct basis of self-activity. Pestalozzi and Rousseau had noticed the plea of the child for the natural stimulus of life and environment, the joy of doing, as opposed to dull, dead book and dulling, deadening formal method of the classroom. But Froebel rose even higher. He considered the child's native ability, the hereditary deposit of ages of selective reactions, by rejecting the useless and retaining the helpful. He saw furthermore that the only way of reducing this vast treasure of potential energy into act was by selecting the proper material, presenting it to the child at the proper moment, and in a manner suited make this native energy kinetic.

This self-activity, as Froebel conceived it, has essentially an

evolutionary foundation. It is the *native* tendency of the individual to seek its self-expression in reacting to situations and stimuli that originally evolved the ability. In this very point are found its educational values. The psychology of instinct, of apperception, of correlation, and of conscious growth is its foundation. Hence Froebel's conception of the proper setting for kindergarten work; the importance of selecting proper kindergarten material; the insistence on following a sequence in mental development thru a sequence in proper material and method, not in artificial philosophical distinction. Much of the mystery of the value of specific material to produce specific results is to be traced to the importance he placed on the proper stimulus to produce the proper reaction, to effect the proper connection between mental ability and objective situation.

The education of man is replete with the psychology of self-activity and selective reactions.

In Part II, "Education of Man," Froebel traces the psychological growth of the child. The opening paragraph reminds one of Dr. James' "Psychology of Sensation":

"To the child, the outside world, tho consisting of the same objects, having the same community of members, appears to come out from the void at first in misty, formless darkness, in chaotic confusion, the child and outer world floating therein.

"No rule can be fixed and determined in regard to the greater or less importance of the different stages of formation and development of man except the necessary order of their appearance, according to which the earliest is always the most important. Each is of like importance in its place and at its time."

The moment of instinctive intensity is thus stated by Froebel:

"If the child is injured in this age, if the buds of the future tree of his life are injured, then will the child, only with the greatest difficulty and the most extreme effort, grow into strong, mature life; only with the greatest difficulty will he insure himself from being stunted, or at least from becoming one-sided, in the course of development and training." ("Ed. of Man," Sec. 30.)

Note the order of instinctive development in the child, the early appearance of the curiosity and collecting instinct:

"We blame the child for naughtiness and foolishness; but is he not more wise than we who blame? The child wishes to discover the inside of the thing, being urged to this by an impulse he has not given to himself,—the impulse which, rightly recognized and rightly guided, seeks to know God in all His works." ("Ed. of Man," Sec. 35.)

The following words show the manifestation of self-activity in the presence of the proper stimulus:

"See!—a child has there a stone he has just found, which, in order to conclude on its properties by its effects, he rubs on a bit of board lying near him, thereby discovering the property of coloring. It is a bit of lime or clay,—red or white chalk.

"See how the child delights in the newly-discovered property, and how he makes use of it with busy arm and eager hand! In a short time the surface of the board is nearly covered. At first the before unknown property, then the altered surface, delights the child,—now red, now white; now black, now brown,—but soon he finds pleasure in the winding, straight, curved, and other forms." (Sec. 36, "Ed. of Man.")

The psychology of the instincts of emulation, pugnacity, constructiveness, hiding, etc., are very fully illustrated in Section 49. This is the most important delineation of child-life written up to Froebel's time. It is not based on philosophical speculation, but is the result of a careful observation of child-life by one who had the proper intuition of childhood.

Again, if we turn to Section 38 of the "Education of Man," we will find a concise statement of the psychological processes from sensation to conception. This is not a little remarkable in a man who has usually been considered a transcendental rationalist. It is true that when Froebel fell into the philosophical mood, he was mastered by the cant of the prevailing school of German philosophy. In this, however, he is not an exception.

Almost the same fact may be seen in many of our pedagogical institutions to-day. In the September issue of the *MAGAZINE* we spoke of the exaggerated form of emotional mysticism in teaching the "Mother Play." A similar scene may be witnessed in many of our courses in the philosophy of education. Hour after hour is frequently wasted in barren speculation,—a mild form of intellectual play. Women, young and older, sometimes a few married men, sit at the feet of the semi-inspired Professor of Philosophy, who lets his mental tendencies run riot in speculation, usually a mere game of intellectual gymnastics without the variety of even the formal physical exercises long ago banished by the live school. I have seen these young and older women sit wrapt in a pleasant form of ecstasy, just sufficiently stimulated by the philosophical reverie to soothe them, and just serious enough to delude them with the thought that they were really thinking. It may be a culture epoch in their lives,

but they have no right to believe that there is anything like a real mental change or any real connection with actual situations that are always necessary in true educational growth. This is the balance picture on the philosophical side of Froebel's theory that parallels the dream method in teaching "Mother Play." One can understand the enthusiasm of some of the philosophical movements in scholasticism.

Now Froebel's conception of the child does not seem to be expressed in terms of such philosophy or of such Mother Play. He looked on the child really from the dynamic side, from the side of intelligent and sane observation. The child is in Froebel's view pre-eminently a reacting organism that gets the stimulus from life, and responds thereto only in so far as it arouses a native tendency, ultimately to be organized into a selective process. Nature, life, natural stimulus and living material, presented in the order and scope of individual need, call forth the spontaneous response of the child in self-activity, and each of these responses to the proper material results in a change of attitude to the next stimulus, and this change is what Froebel meant by organic growth.

The child, therefore, according to Froebel, comes into the world free, absolutely free; free from any blasting inheritance of evil that weakens body, mind and will; free to respond according to his native ability. This native ability is the birthright of the child resulting from centuries of activity in responding to natural needs and situations. The child is free to respond to new situations along the natural way of the senses and to grow into higher mental possibilities thereby. He is free to build upon his instinct basis, habits of attitude and response that will make him master of his environment and find therein a true source of power. And woe to the kindergarten or the school or the college or the university that attempts to rob the child of the right to this freedom, and attempts to fill his mind with a lot of artificial habits of response and attitude that will really incapacitate him from meeting the real situations that must be faced, and cause him to begin his true education the hour he is free from the restraints of artificial material and methods of the schoolroom. The child, as Froebel conceived him, is free, morally, intellectually, physically, free to be developed into efficiency, culture and power. Let us not, therefore, make him a slave.

Recreative Games and Plays for the Schoolroom

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THE exercises here given and in connection with similar subjects are helpful in obtaining well-poised, elastic movements—much needed elements in physical training. Exercises for lightness, alertness, and accuracy are very necessary to the young child in order that efficiency may keep pace with growth. The slouching attitude and heavy tread evidence lack of bodily co-ordination and pulling together as well as lack of mental activity and concentration.

The *centers of motion*, hips, shoulders, elbow, knee, wrist and ankle, should be well observed during exercises, and attention called to same. A child may work awkwardly and clumsily simply because he is working all over himself, and not centering the energy in the right place.

The teacher must play and not attempt this work merely by formal direction. When all is well under way she may direct or occasionally choose a good leader who seems to know just how the movement should be given, also occasionally let a child show an entire game or even invent an entire story. Never hesitate to stop and experiment with a movement or gesture until it is good—as long as children are interested. Always try to give the sequence entire before close of period, and be sure to leave the children in a happy, rested mood.

HARVEST SERIES.

Suggestive material for play may be gathered from nature study, stories, pictures and readings, as well as from actual observations. With the privileged excursion of the class or school even most benighted neighborhoods of "Darkest New York" ought to provide the actual experience.

Movements involved.—Standing tall, stretching, bending, twisting, swaying, waving, pushing, pulling, lifting, raising, tossing, threshing, rolling, etc. Make the play very real in order to secure both good reactions and attention. The usual orders for standing and sitting may be used as preparation for game.

LESSON I. IN THE ORCHARD.

A. *Gathering apples.* (Class in aisles.)

1. Walk narrow path, swinging baskets (light, rapid walk).
2. Cross brook on stepping stones (spring on tiptoes).

3. Stoop and pick up fruit from ground (good hip bend).
4. Climb ladders to reach fruit (raise arms, lift knees).
5. Pluck from higher branches (good stretch).
6. Climb down ladders—reverse movement.
7. Lift heavy baskets and place on head.
8. Walk steadily homeward, supporting basket with raised arms.

Encourage children to practise walking with real things—books, baskets, etc.—balanced on head.

B. Gathering nuts. (Class in aisles.)

1. Run lightly thru pasture on grass (round room—spirit of out-of-doors).
2. Climb fence—one, two, three, four, five rails (up arm and leg movement down).
3. Sit, rest a moment.
4. Shake trees (one, two—shake—4 times).
5. Throw sticks into higher branches (one, two—throw—right, left, 4 times).
6. Stoop and gather into bags.
7. Throw bag over shoulder (one, two—lift).
8. Walk home bending under bag.

LESSON II. GATHERING THANKSGIVING VEGETABLES.

A. Digging potatoes (Class in aisles.)

1. Push wheelbarrow to the field—two children (front child stiffen arms; back push).
2. Unload tools—lift and place on ground.
3. Dig potatoes with potato fork (ready, push, lift, throw—over right, left shoulder).
4. Gather into baskets (stoop, gather, throw; or kneel, gather, throw).
5. Lift heavy baskets with side handles, empty into seat space.
6. Wheel the barrow home—pushing hard.

Have a real potato roast if there is out-of-door opportunity.

B. Gathering pumpkins. (Class in aisles.)

1. Walk thru fields cutting from vines (one, two, cut—step forward, one step at each slash).
2. Roll forward to wagons (stoop, push, roll).
3. Lift into wagon (lift heavy, raise, throw).

4. Climb in and drive home (up on desks and click and snap whip).
5. Arrive, jump out and unload (lift down; take seats).

"Pumpkin" may be played as incidental fun game. A row of children may play "pumpkin" by squatting in a row. The farmers arrive and say:

"Pumpkin yellow, pumpkin red,
We'll see if you're ripe with a tap on your head."

The sitting children lock their fingers under their knees, two farmers lift the chosen pumpkins—one by each arm—and carry them home. This is quite a test of strength and a good pulling exercise, and affords great merriment to the children.

A Thanksgiving party is the natural climax to these exercises and plays, when all the old folk games and pranks can be revived.

LESSON III. THE HARVEST FIELD.

Class may review summer harvest experience.

A. *Cutting grain.* (Class in aisles.)

1. Sharpen scythes (right, left, etc.).
2. Grasp handles correctly.
3. Swing scythes (semi-circular movement—cut close to ground. Cut, swing—cut swing).

If this play is given correctly, excellent all-over body exercise results. Get good back bending as well as arm swing. Let children practise and show the two movements. Then mow carefully once around the field, cutting close to ground.

B. *Threshing with flails.* (Class in aisles.)

1. Scatter the grain on barn floor.
2. Take position with flails.
3. Flailing the grain (single, over, down, etc.).
4. Flailing with partner—two rows; turn and work over desk, or in long rows in front space of room.

First practise the circular shoulder swing, changing arm for rest. The opposition movement, where two work together, will require a great deal of practise.

LESSON IV. IN THE CORNFIELD.

Suggestive material—Imitations of corn in the field, cutting and stacking, husking, breaking from stalk, tossing into basket, carrying to wagon, driving home, shelling, ending with a real popcorn party.

A. Corn in the field. (Class in aisles.)

1. Stand tall and stiff in rows like constalks (stand firm, rooted and energized).
2. Grow taller (stretch up on the toes).
3. Sway in the wind—from ankles, feet roots.
4. Hold arms stiff like ears of corn—from elbows.
5. Throwing leaves in the wind (arms raised, outward movement in hip).
6. Flutter long ribbon leaves in the breeze (rapid movements up and down). Seats and rest.

B. Husking corn.

1. Strip leaves—husk (out and down movement).
2. Break off ear (quick wrist movement—alternate).
3. Throw into baskets (1 and 2, stoop, rise—step forward—one seat for each cornhill).
4. Lift baskets up and unload in wagon—seat space.
5. Climb in and drive home.

HARVEST FESTIVAL.

Long before the Christian era the seasons and the great natural laws of the universe had established certain customs and festivals which have passed, almost unchanged, down thru time and history, although they have lost much of their primary significance.

The three festivals celebrated by the ancients in connection with the thought of food and growth were, the first of May,—sowing of the grain; the twenty-first of June,—the ripening of the grain; the first of November,—the harvesting of the grain. On the latter occasion, as on the first of May, great fires were built on the hill-tops in honor of the Sun, the benefactor of the Harvest and all growing things. With the introduction of Christianity, many of the old heathen rites and customs became changed. A spiritual element was introduced, and the Harvest celebration became All Souls' Day, when the souls of the dead were supposed to be abroad. The pranks and tricks of the present Hallowe'en are what remain to us of many of the serious superstitions of the ancient harvest festival of the Celts.

Our own Thanksgiving Day, while it commemorates to us a national event, also perpetuates to us, in new world experiences, this old inheritance of the race. In connection with this the story of the Indians and the Puritans is a favorite dramatization with the chil-

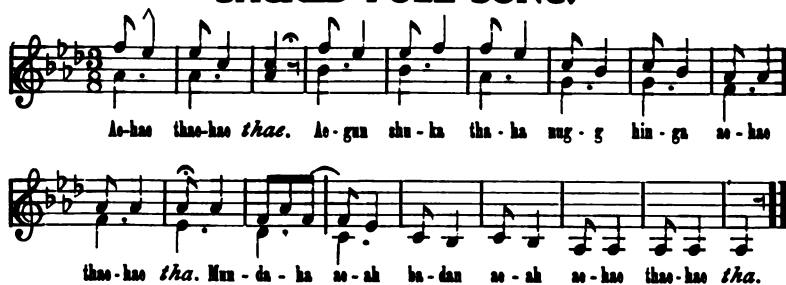
dren, and no American child should pass thru school life without this experience as a climax to his history study, and to give an historic setting to our national Thanksgiving Day. In this connection the Indian ceremonials of this chapter are interesting. The English, German and Swedish contributions of Harvest Folk music are still sung and played among the people.

The old, well-known favorites should be mentioned here as belonging to this class: "Farmer in the Dell," "Oats, Pease, Beans," "Mow, Mow the Oats," "Jolly is the Miller," etc. ("Singing Games, Old and New.")

The Harvest Processional, one of the most impressive of the old festival forms, may be revived in the Kindergarten march and made characteristic by carrying grains and fruits of tree and field, singing or chanting a verse or hymn while marching.

Many of our most beautiful myths, fables and fairy tales are in reference to the subject of Harvest. Millet's best peasant pictures treat this subject. Story, picture, song and games offer their choicest treasures here.

SACRED POLE SONG.

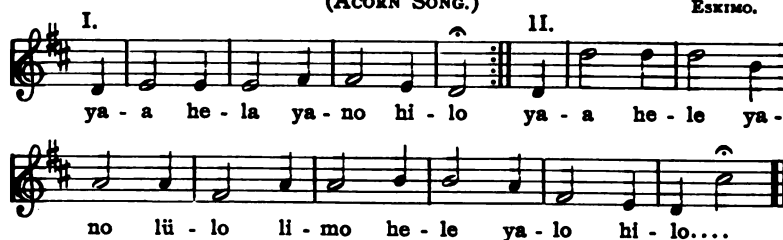


A very beautiful ceremonial dance of the Omaha Indians is that of the Sacred Pole, in which all the tribe,—men, women and children,—take part. It takes place in midsummer and represents a giving of thanks for a bountiful year. It is also a prayer for a long and happy life. A tall pole is erected, on the end of which a tuft of leaves is left. This pole is decorated by bands of red and black, signifying dawn and night. A chant with slow accompanying dance music is sung. Each person in the circle carries a twig with tuft of leaves on the end. This he waves to and fro in time with the music and at the end of the dance throws it into the circle at the foot of the pole. From Miss Fletcher's "Omaha Indians."

HUCHNOM.

(ACORN SONG.)

ESKIMO.



This dance is an invocation to the spirits of earth, air, and the Great Spirit over all.

**Dramatization*—A circle is formed and a processional dance accompanies the chant, the right and left foot sliding forward one step to each measure, the arms moving with the feet in same direction.

First figure—Left foot forward, arms outstretched, palms downward, eyes cast to earth. Thru the repeat.

Second figure—Arms outstretched to shoulder height, palms downward, eyes on same level, chanting Part II. At last note (7th of the scale) arms extended, palms and eyes upward as the appeal is made to the Great Giver. This posture is retained as long as the note is held.

HARVEST GAME.

GERMAN.



*Given in Speyer School.

HARVEST SONG.

1. To plough, etc., two children—horse or plow and driver.
2. To harrow, etc., two children—horse or harrow and driver.
3. To sow, etc.—each child sowing.
4. To mow, etc.—two children, joining hands swing arms from side to side.
5. To gather and bind, etc.—two children, stoop, raise arms and turn overhead.
6. To stack up the sheaves, etc.—two children, one pushes the other to center of circle to make large stack.
7. To thresh, etc.—two children stand opposite and flail.
8. To dance, etc.—all take partners and dance around.

This series of activities should be given by circle, two children joining in the action as often as possible. It can be played with partners on the circle, the action taking place while they march round singing.

This is one of the best of the national types of "Oats, Pease, Beans," replete with vigorous action, suitable to a Harvest Game. This is an especially good game for older children.

Directions—I. The children take partners and form a ring while singing thru once. As played in Sweden the boys are on the inside. When the ring is formed all turn and face partners, drop hands, bow and turn to the left, which leaves the circles facing in opposite directions.

II. All sing, walking and clapping hands to end of first verse to the word "barley," when each ring turns and walks back. This leaves the right arm free for the sowing imitation. Give a good sweeping outward arm movement for this. At the word "stand," each one stops before a partner from the opposite ring and acts out the next words. At "joyfully," join hands and dance forward to left. Repeat and return to the right. At close all drop hands and the whole is repeated as many times as the interest remains.

CORRECTION.—In the October number of the *KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST* two of the examples of Indian music were transposed. The last one on page 101 should change places with that on page 100.

SOWING THE BARLEY.

SWEDISH.

Would you know, would you know, and would you understand, 'Tis



thus that the farmer sows his bar - ley, 'Tis thus that he sows When his



arm out he throws, Then stands and takes his ease doth the farm - er, And



stamping with his foot, And clapping with his hands, So joy - ful - ly, so



joy - ful - ly he dances round the ring doth the farm - er.



Program for November

HILDA BUSICK, NEW YORK.

FIRST WEEK.

Morning Talk.—The Children's Food: Fruits, vegetables. Buying and selling, transportation. Planting, harvesting, preparation in the kitchen. The "star" in the apple; the cranberry sauce; the pumpkin. Hallowe'en; Jack-o'-Lantern. The new month, the new calendar.

Nature Material.—Autumn leaves, acorns, hickory and chestnuts, pumpkin, apples, cranberries, carrots, potatoes, other fruits and vegetables in market. Take the children to market to buy fruits and vegetables.

Stories.—The Big Red Apple. *Kindergarten Review*, Vol. 13.

The Runaway Squirrel. *Kindergarten Review*, Vol. 13.

Uncle Ned's Pumpkin. *Kindergarten Review*, Vol. 14.

Or Little Wee Pumpkin, "Mother Goose Village," How Emily and Her Mother Went to Market.

Songs.—The Squirrel, "Small Songs for Small Singers."

The Cart (adapted), "Holiday Songs."

Father and Mother's Care, "Song Stories for the Kindergarten."

Games.—Hallowe'en Games: Blind Man's Buff; Mystery Man; Nut Hunt; Games with the Pumpkin; Chase the Squirrel; Ball—Toss.

Finger-play.—The Squirrel (adapted).

Pictures.—Of fruits and vegetables; Cornfield and Pumpkins; Jack-o'-Lantern.

Mother Goose.—"Jack-Be-Nimble."

Rhythms.—Brownie dance; gathering fruits.

Gift.—3d, 3d and 4th, the fruit and vegetable stands, the delivery wagons, trains, fields.

3d and 4th, with two half cubes from 5th; barns, trains, boats, nuts for freight, seeds, fruits and vegetables, market baskets.

Occupations.—Draw—Illustrate M. T., tree, apple, basket.

Clay basket, carrot, Jack-o'-Lantern, using pumpkin seed for eyes, nose and mouth.

Fold basket, barn.

Stringing cranberries and straws, cranberries and pumpkin seeds.

Coloring autumn leaves; cutting autumn leaves.

Construction.—Furniture and animals made of pieces of vegetables and sticks.

Sand.—Barn, fruits and vegetables; cornfield and pumpkins (grasses and orange balls).

On Wednesday, November 1st, we had planned to make the real Jack-o'-Lantern of our pumpkin, but the children were so full of other games they had played for Hallowe'en, Jack had to wait until Thursday; perhaps it would have been wiser to have had something else wait, for at least one of the children was so disappointed that all Wednesday afternoon he constantly repeated "I wish it was to-morrow!"

On one day the cutting was omitted, and the painting of the clay Jack-o'-Lanterns was substituted; on another the gift was omitted to make the real Jack-o'-Lantern and wash the seeds.

SECOND WEEK.

Morning Talk.—The Rain and Sun that help the fruits and vegetables to grow. Illustrate with kindergarten plants. Other work of sun and rain.

Nature Material.—New leaves, acorns, chestnuts; planting of seeds, some placed in sunshine, some in dark, results noted.

Stories.—The Wind and the Sun, Æsop; Do What You Can, "In the Child's World"; The Frisky Squirrels; The Sunbeam's Story.

Songs.—The Rainy Day, "Small Songs for Small Singers"; Sunrise, "Holiday Songs"; The Raindrops, "Holiday Songs" (to be sung to the children).

Games.—Jack-Be-Nimble; Jack and Jill; Running Races; Ball—Toss then hoop.

Finger-play.—The Squirrel.

Pictures.—Sun Awakening Children; The Raindrops; Pitter-Patter; Children in the Rain; Jack and Jill.

Mother Goose.—"Jack and Jill"; Ding-Dong Bell.

Rhythms.—Marching by twos.

Gift.—4th, 3d and 4th with 4 half cubes of 5th, wells, troughs, houses, beds, windows, etc., where sun shines; use toy dolls and pails, and animals; seeds, tree, squirrel, plants, watering can, flower pot and plant.

Occupations.—Draw—Illustrate Finger-play; illustrate children

with umbrellas coming to kindergarten; clothes on line dried by the sun.

Clay watering-can, flower-pot, well, candlesticks.

Cutting flower-pot, squirrels, tree, pails, plant.

Painting (wash) clay watering-cans, flower-pot, plant, tree.

Weaving simple mats.

Stringing acorns.

Construction.—Making mats into baskets.

Sand.—Jack and Jill.

Owing to the arrival of the fleet of war vessels in the Hudson River, and the fact that most of our children were taken to see it, our program centered around this subject; the children were given opportunity to talk about the "warships" as much as they wished, to build them, to draw them, make them in clay, in cutting, in painting, and represent the whole scene in the sand.

THIRD WEEK.

Morning Talk.—The Fire that Cooks the Children's Food (and warms their houses); the paper, wood and coal; the stove made of iron (other things made of iron, the sound of iron).

The wood—saw mill, logs.

The coal—coal carts, boats, trains, mines (?)

Visit engine room of school, see logs of wood, piles of coal, furnace (engineer throw some logs and coal into the fire); boil some water in kindergarten, hear it sing.

Nature Material.—Twigs, brought from woods.

Stories.—"The Jolly Wind Sprite," *Rev.*, Vol.; The Log's Journey, The Black Fairy (The Coal's Journey).

Songs.—"The Copper Kettle," "Small Songs for Small Singers"; The Saw Mill—Tune: "Jolly Is the Miller"; "Song of Iron," "Songs of the Child World" (to be sung to the children).

Games.—Hopping races; mill-wheel; stream, boats; trains, wagons.

Ball—toss to each other.

Cat and Mouse.

Pictures.—"Wind at Work"; Woodman, "Hauling Logs," Saw-mill, Miner (?), Coal Trains, Boats, Wagons.

Mother Goose.—Ship a-sailing.

Rhythms.—Horses drawing heavy loads.

Work of the wind—flags, trees, waving, etc.

Gift.—3d with 6 half cubes of 5th; ships; things made of iron, as bridges; trains; vessels; saw-mill.

4th, wagon and boards; coal chute.

Seeds—kettle, coal pail and shovel.

Occupations.—Draw—Illustrations of Morning Talk; copper kettle, boats, trains, shovels.

Clay logs; pick-ax.

Folding sailboats (from envelope); stove (roll of black paper—pipe).

Cutting apples and pears; saucepan; pail and shovel.

Weaving simple mats—blankets (used one in doll's house).

Stringing beads—twos.

Paper chains—one color, two colors (two of each color is simpler than alternating every other one).

Sand.—Saw-mill, stream, logs, boards, train, etc.

A note in my Journal reads: "The bright, crisp weather seems to have wakened the children, they respond with more interest than they have done so far. They readily distinguished the difference in the sounds of iron, tin, wood. They talked so interestingly about different things made of iron that there was no time left for the picture or song of the Miner (?)"

One day a large portion of the recess and game period was devoted to various games, with a football brought by one of the children.

"Election Day" was also talked of—sparingly.

FOURTH WEEK.

Morning Talk.—The Children's Warm Clothing: Made by mother; bought; shopping experiences of the children; sheep; sheep in Central Park; their warm coats; cut in spring; shepherd's care, etc.

Nature Material.—Children note the fact that no new leaves come to kindergarten; closer attention given to our plants, which are removed from the windows every night and replaced by the children every morning.

Stories.—"Little Yellow Maple Leaf," In the Story Land, H. L. Coolidge; "The Lambs and the Bramble Bush," Wiltse; The Old Woman's Christmas Tree, "Mother Goose Village"; Molly's Little Lamb.

Songs.—"Old Mother Earth" (adapted, 2 lines only), "Small Songs for Small Singers."

"Grandma's Knitting," "Songs of the Child World."

Games.—Trolley car, shopping (using their own hats and coats).

Little Boy Blue; Ball—Little Ball Pass Along; find hidden object with music.

Finger-play.—"The Lambs."

Pictures.—"The Knitting Shepherdess"; Sheep and Lamb; Sheep in the field, in the barn, in Central Park; Grandma Knitting; The Sheep-Shearing; Little Bo-Peep; Little Boy Blue.

Mother Goose.—Baa, Baa, Black Sheep; Boy Blue; Bo-Peep.

Rhythms.—New skip.

Gift.—3d with 6 halves and four quarters from 5th, 4th, stores, trolley cars; fences; troughs; measures; barns; seeds; mitts; stockings; coats; caps; sheep; brook; crook; dog; horn.

Occupations.—Illustrate Morning Talk; mitten, chairs, counters, in the stores, barns.

Clay sheep, horn.

Folding barn.

Painting mitten; barn; sky; grass-field.

Cutting and mounting fence on "field"; mounting picture of sheep in "field"; stockings; mitten; balls of yarn (snail).

Stringing oak leaves and acorns.

Paper chains, two colors (alternate every other one).

This week's work was made more real to the children by a visit to one of the large stores in 125th street, and by a visit of several of the children to the sheepfold in Central Park. One of the children brought a spinning wheel and explained how the wool was made into "worsted" on it; and another brought a picture of the spinning wheel, showing that their interest had been aroused.

FIFTH WEEK.

(Caused by extra days of October.)

Morning Talk.—The Children's Thankfulness; Thanksgiving Day; How the children will celebrate it; How other people celebrate it; A "Thank You" song.

Nature Material.—Fruits, vegetables, seeds.

Attention to the weather, the sky.

Stories.—"At the Farm in Autumn," *Rev.*, Vol. 13.

Emily's Visit to Grandma.

Songs.—"Over the River," "Merry Songs and Games"; "The Harvest," "Songs of the Child World" (to be sung to the children); "Church Bells," Song Stories for the Kindergarten.

Games.—A Visit to Grandma; Dance in the Barn, Games Played at Grandma's.

Finger-play.—"The Thanksgiving Visit," *Rev.*, Vol. II.

Pictures.—Going to Grandma's; The Thanksgiving Dinner; "Mr. Turkey"; The Church.

Rhythms.—Heel-toe.

Gift.—4th, illustrate the Morning Talk.

3d and $\frac{1}{3}$ of 5th, illustrate the Morning Talk.

Occupations.—Clay turkey, pie, dishes, stringing acorns and oak leaves; cutting tissue paper, napkins (napkin ring, interlacing strip).

Construction.—Knives, forks, spoons of tin-foil.

Pumpkin bonnets.

The room was decorated with the strings the children had made, a small table was set, using the clay, etc., they had made, the children sat at their own tables and we held a "Thanksgiving Party."



Courtesy Hiram House Life

STREET CLEANING DEPARTMENT, PROGRESS CITY, CLEVELAND

See page 215

Little Folks' Land*

The Story of a Little Boy in a Big World

By MADGE A. BIGHAM, *Free Kindergartens, Atlanta, Ga. Author of "Stories of Mother Goose Village," etc.*

The Red Ants' Cows

I MUSTN'T forget to tell you how Bright-Eyes milked the cows—not truly, truly cows like what we have, of course, with great big horns—but ant cows, I mean, tiny little green cows that you may find any day, crawling on the rose bushes and sucking nectar from their blossoms. Bright-Eyes found a rosebush one day with ever so many green cows on it, and when she told the red ants about it, they said, "How fine! Just the thing for the babies! We found those cows, so we will have them for our very own; the rosebush shall be our cow pasture, and we will keep some of our soldier ants there to watch it, and keep other ants from milking our cows."

So, ever after that, they called the rosebush their cow pasture, and each day they sent Bright-Eyes out to milk the little green cows—only they did not call it milk; they called it honey-dew—and the red ants and their babies thought there was nothing in the world quite so nice as honey-dew from their own little green cows. When Bright-Eyes milked she would go up to one of the little cows and pat it gently on the head and stroke its sides, and the little cow was always glad to give her a drop of sweet honey-dew. Then she would go to another little cow, and do the same thing over again, and that little cow would give her a drop of honey-dew, too, and so on and on she would go until she had milked all the cows. Then Bright-Eyes would hurry home, through the little round hole in the ground, and carry the sweet honey-dew milk to the red ants and to the red ants' wee, wee babies.

One morning while Bright-Eyes was milking the cows, though, a big brown ant crawled up the stem of the rosebush and began

*NOTE.—This Kindergarten Program ran through THE KINDERGARTEN MAGAZINE last year, and those who took it are therefore familiar with Joe-Boy and the world of animals and insects that interested him so much. It will later be published in book form by Messrs. Atkinson, Menzer & Grover, Chicago and Boston. Advance orders will be accepted by them at \$1.50, postpaid. After publication the list price will be \$2.00 net. We will give no more chapters.

milking the cows. And Bright-Eyes said, "Please do not milk our cows; this pasture belongs to the red ants, who live close by, and my mistress needs all of the honey-dew milk for her babies."

And the big brown ant was not very polite, I know, because he spoke crossly to Bright-Eyes and said, "I shall not go away! I shan't! I shan't! These are my cows now, and I shall drive them home and milk them every day! I shall! I shall!"

Bright-Eyes knew they were not his cows, so she said, "You have forgotten; I found these cows, and they belong to my mistress, who is one of the red ants. You must not drive them away, so please go away."

"I won't, I won't, I won't!" said the big brown ant, "I'm going to drive these cows home with me, and if you don't get out of my way, I'll thump you!"

But that big brown ant was talking too smart, for the red soldier ants heard him saying ugly things to Bright-Eyes, and they went marching up the rosebush pasture to see about it; and when the big brown ant saw them coming, what do you think he did? Ran away, just as hard as he could go! And Bright-Eyes never saw him any more.

It was just then that Busy-Wings flew to the rosebush to see if the roses had any nectar for the queen, and if they wanted some of the pollen dust sprinkled over his wings and in his two baskets. Of course, Busy-Wings saw Bright-Eyes milking the cows and he thought it was very funny.

"What is your name, and where do you live?" asked Busy-Wings. And when he heard that her name was Bright-Eyes, and that she lived down in the little round hole near the edge of the clover patch, Busy-Wings said, "Why-y! I thought, I thought the red ants lived there! I'm sure they do; because I saw them dig up the grains of sand and make their queer, round door."

"Well, I live there, too," said Bright-Eyes, "I am their little servant, and they have had me ever since I was a little baby—they brought me away from my home before I was hatched out."

"Well, well!" said Busy-Wings, "that is very queer! I think black ants ought to live with black ants, and red ants ought to live with red ants, don't you?"

"It does seem that way," said Bright-Eyes, "but then they say I belong to them, and am their little servant, so I try to be the best servant that I know how to be and that keeps me happy."

"Well, if you'd really rather live with black ants," said Busy-Wings, "I know where a great family of them live. If you will crawl up on my back I will carry you there in a very little while."

"No, no, no," said Bright-Eyes, "of course I would like to go, but maybe it wouldn't be right, you see. My mistress sent me to milk the cows and she is waiting for me; the babies need me to feed and bathe them, too; and the eggs must be carried out to the sun, and brought back again before the sun goes down; and oh, there is ever so much work waiting for me to do—indeed, I do not know what the red ants would do without me. And now, I have finished my milking, and I must go; good-bye."

So little Bright-Eyes crawled quickly down the rosebush stem and hurried to the queer round door of the red ants' home, and crawled through the long winding passage and gave the sweet honey-dew milk to her mistress to drink.

"Now, carry me to my bed," said the red ant, "I do not feel very well to-day, and cannot walk, because I am too tired."

She was a great deal larger and heavier than Bright-Eyes was, but that did not make any difference; Bright-Eyes lifted her gently up and carried her off to her bed.

"Now, hurry and look after the babies," said the red ant, "and be sure to give the eggs a sunning, and clean up the nursery, and keep everything very quiet while I rest."

Then dear little Bright-Eyes hurried away to do as her mistress said, and—which do you love more, the red ant mistress, or little Bright-Eyes?

Circle talk, songs and games: What do babies drink? Bright-Eyes gave the ant babies milk, too, called honey-dew. And Bright-Eyes milked cows, too, for ants have cows. Would you like to hear how Bright-Eyes milked these queer little ant cows? (Story.)

Play period: A walk in the garden to observe ants.

Gift: Tiles. Place pegs to represent rosebushes, for the ant cows.

Occupation: Drawing. Rosebush. Use colored crayons to show green ant cows, black and brown ants.

Bright-Eyes and the Nut

THE kindergarten teacher and the children found the little home near the edge of the clover bed, where the red ants lived—Joe-Boy saw Bright-Eyes and the other little black servants working for the red ants, too, and nursing their babies and sunning their eggs. Charlotte Anne saved the crumbs from her lunch cake, and scattered them on the ground, and she said, "These crumbs are just for Bright-Eyes."

But the kindergarten teacher said she did not believe Bright-Eyes would eat the crumbs herself—she would run and tell the red ants about them first. And that is the very thing she did; for as soon as Bright-Eyes found the cake crumbs she picked up a small piece and hurried through the little round hole with it, and I'm sure she must have shown it to the red ants, and told them how much there was, for when she came back some of the red ants came with her, and all of them began carrying the cake crumbs down to their pantry, and they did not rest until every crumb had been moved.

"See how strong Bright-Eyes is," said the kindergarten teacher, "I believe she carries the biggest load of all! She isn't lazy, and that is very sure. Watch and let me show you how very strong ants are. Yonder comes Bright-Eyes with her last load; we will stop up the little round door to her home, and see what she will do."

So the kindergarten teacher found a walnut, and covered over the little round door, so there wasn't a crack to be seen, and all of the children stood very still and watched. By and by Bright-Eyes came up with her load, and when she saw the little round door stopped up, she did not know what to think. So she put down her cake crumb and crawled all around the walnut, and over it, to be sure she was not wrong in believing that should be the place for the door.

"Well, well," said Bright-Eyes, "this is very queer! I came through this door just a few minutes ago, and it was open—now it is shut up with a big black mountain! I do not understand it. Who could have been so unkind as to stop up this door when I am so busy carrying cake in for my mistress? I'll just see what I can do to move it."

So little Bright-Eyes crawled all around the nut and pushed, and crawled on top and pushed and tugged, but she could not budge it the least little bit.

"Look, look!" said Charlotte Anne, "she is going off to tell the other ants."

"And to get them to help," said the kindergarten teacher. "Bright-Eyes knows many together can do what one alone can not. Watch, you will see her go up and stroke another ant with her feelers—that is the way she talks, you know."

Sure enough, Bright-Eyes did not stop until she had told many of the other ants about their little round door being stopped up, and they all hurried back with her to see.

"Now," said Bright-Eyes, "I told you so! Don't you see? Our door is stopped up—isn't it a shame! But never mind, we will move it; come and help."

"Yes, we will all push together," said the other ants,—"everyone do his best, and we will move it!"

So Bright-Eyes and the other black ants and the red ants crowded close together around the nut, and then they pushed and tugged and pulled, and Joe-Boy said, "Oh, I saw it move a little! I saw it move a little!" And Bright-Eyes said, "I feel it move a little—push harder still. It is moving again; push, push!"

And then, what do you think? Yes, so slowly but so surely the nut was pushed from the little round door, and the brave little ants did not even stop to rest, but hurried away to their work. And the kindergarten teacher and Charlotte Anne and Joe-Boy and all the other children clapped their hands and said, "Hurrah for Bright-Eyes and the ants!"

"We will never stop up your little round door any more," said the kindergarten teacher,—"we only wanted to see how very strong you were, and how gladly you worked together. Will you forgive us?"

I don't know what the ants said, but I know Bright-Eyes would have said "yes" if she had known how; but she was too busy even to stop to talk, and slipped quickly through the little round door with her crumb of cake, and I guess you know where she carried it. When Joe-Boy went home that day he carried a most beautiful picture of a nut, a little round hole in the ground, and many, many ants. One of the ants had a cake crumb in its mouth—could you guess her name?

Art Work in the Kindergarten and Primary Grades

ROBERT DULK.

III.

IN the October number we dwelt on the value of drawings of trees and things out of doors. We shall this month go a little farther, yet holding on to the same principles. Let us illustrate the essentials to the growth of a city, or a lesson in geography.

In illustration No. 1 we have the pioneer pitching his tent at the edge of a forest and near the shore of the river; the forest will supply him with lumber for building purposes, while the stream facilitates its transportation. The second illustration shows how a thriving settlement will spring up where conditions are favorable; these conditions seem to prevail here, for in the place of the tent we have mills and factories; notice the little freight station has their



ILLUSTRATION NO. 1

products ready for shipment by railroad. Another sign of progress are the telegraph lines. The third illustration, 15 years after the pioneer pitched his tent, we have a blooming city; on the further bank of the same river we see foundries with their smoking chimneys, while the near shore shows wharves and shipping.

Let us now go back to the first illustration for a little technical talk. The reader will find that the best way to make a drawing like this is to lightly sketch in the tent first, to indicate its position, then with the broad half of the chalk the roof is laid in with a stroke from the ridge to the side; now put in the front and side; the point of the chalk is used for the stakes and ropes and for accenting as shown in the illustration. Use same methods for trees as given in No. 1 in October issue. In the middle distance, the trees are rendered with a gray tone, while the distant ones are put in with charcoal.

In drawing illustration No. 2 begin by laying in a soft gray tone over the space to be used for your sketch, then put in the sky line



ILLUSTRATION NO. 2

with the C stroke and fill in the sky. Now let us take the center of interest in this little composition, the freight house; draw this in faintly; so too the various other parts, applying same methods as given for No. 2 in the October number for completing the work. Put in the smoke from the chimneys with charcoal, rubbing it with the finger. The first thing to do in sketching No. 3 is to draw in a line representing the opposite shore of the river; this should mark off about one-third of your space. Now rub in a gray tone for the sky and then put in the factory buildings, also their reflections in the water with charcoal; next lightly sketch in schooner and dock, after which these may be boldly drawn in. The lighted windows in the distance and their reflections are put in with the chalk cut to a flat point about one-quarter of an inch wide. After pointing up your drawing it should be a pretty fair representation.

In drawing little sketches like these the beginner would do well to remember a few rules which apply to composition. Do not have more than one point of interest in your drawing; in other words, do not give prominence to more than one thing in your sketch; this may seem difficult to the beginner, but illustration No. 2 will best convey the writer's meaning. A number of little houses are crowded in this space; there is but one, however, that attracts the eye first and holds it, which is it? It is the freight station. Why? because



ILLUSTRATION NO. 3

it has been drawn with more detail and sharpness, while the surrounding parts have been kept more or less subdued.

The dock and boat are the center of interest in No. 3, therefore this part of the drawing dominates; this rule is also applied to illustration No. 1, where the tent is the main thought.

Beginning with this issue a monthly calendar design, which will be typical of the season, will be given. (Illustration No. 4.)

This being the month for the crysanthemum, let us use it for this purpose. Space off the upper third of your calendar and fill in a gray tone, then sketch in faintly the general form of the flowers; now use a dull rounded piece of chalk for the petals, with but little pressure; this done, put in with a bold stroke and firmly those petals nearest the eye as indicated in the illustration, and point up a few petals on each flower to give it snap.



ILLUSTRATION NO. 4

Some Editorial Notes

EDUCATION thru self-activity! Froebel expounded this underlying principle of growth some decades ago, but tho we have heard it with our ears and said it with our lips we have but recently begun to put it into practice in other than kindergarten and school departments.

The child must be active, and he is usually self-active. He is self-active when on the streets learning all of the evil and the little of good they may have to offer. He is self-active when in the playground and vacation school learning and doing and making according to the conditions offered there. It remains for us to decide in what way, for good or bad, he shall use his manifold activities.

Froebel long ago observed the tendency and the need of the child to associate with those of his own years and own interests.

To-day the observer of boyhood speaks of the "gang instinct," so fundamental, so insistent, that it must be reckoned with, and turned to *good* account lest otherwise it bring havoc to individual and society. So when he outgrows the kindergarten we find boys' and girls' clubs of all kinds springing up in connection with school, settlement and church. Wise and sympathetic men and women are finding their joy in guiding into wholesome paths these natural and beautiful desires and impulses.

We should realize the importance of the playground and the playground director when we think seriously of Dr. Gulick's reply at a recent public school conference to the question, Why does the child need instruction in play, if play is instinctive? It is because the child plays largely in imitation of the plays of his "peers" that he needs the adult playmate who can create the desirable atmosphere out of apparently undesirable elements.

In this issue of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST will be read Mr. Keyes' admirable paper upon "The Forms of Industrial Training Best Adapted to City Children." This shows how one city is striving to make the schools efficient in producing capable citizens. It should provoke illuminating discussion.

Book Notes

THE BOOK OF THE SINGING WINDS, by Sara Hamilton Birchall. A dainty little volume of some seventeen dainty little poems of a unique quality. Much is told by suggestion, the writer having caught the very spirit of the wind which, to use a word so much used by Carlyle, is never really "articulate," but sings its songs, without words. There are many delicate, poetic fancies of great charm. The Galloping Song is a little gem and Little Ships of the Harbor gives a fanciful epitome of many a life history that is as exquisite as it is pathetic. In the "Pink-petalled Dutchman's breeches" Miss Birchall sees a "quaint fool at the court of spring." She will probably write to an increasingly large circle of readers. Alfred Bartlett, Boston.

A KINDERGARTEN STORY-BOOK, by Jane L. Hoxie. This is really a delightful collection of stories especially suited to children between the ages of four and six, tho those of a larger growth will not disdain them. Several of these are original, some are favorite childhood's songs rewritten, and others are adaptations of popular tales. All possess those characteristics which make an especial appeal to the little child. The language is simple and dramatic, there is the repetition so dearly loved and the fanciful and imaginative is developed from that which is familiar to all children. Some of the stories will be recognized as modifications of those known in other versions, but all are good. The collection has the hearty endorsement of Miss Blow. They have also the indorsement of thousands of children all over the country. Published by Milton Bradley Co.

Funk & Wagnalls, New York, publish two little manuals which are of convenient size to fit into a pocket and will prove informing companions when an unfamiliar beetle moth or butterfly crosses one's path. One contains 24 plates showing pictures in color of 114 American and European butterflies and moths with both their common and their scientific names. Where the difference is noticeable the upper and under side of the wings are shown. The other shows in color pictures of 127 American and European common insects, with their names, both common and scientific. The little books are prepared under supervision of William Beutenmuller, curator of the Department of Entomology, American Museum of Natural History, N. Y. Price of each 25 cents.

An Irish school journal, *Our Schools*, runs a reminiscent serial, "The Old School on the Hill." In the chapter "Our Games," the author gives a view of the *playground* question in Ireland, new to Americans accustomed to the *carte blanche* of their country fields. He says:

"In rural districts the boys cannot indulge in a variety of games. They have neither the facilities nor the opportunities which their more fortunate brethren in towns and cities possess, and hence they have to content themselves with a very simple round of amusements. Since boyhood days I have often thought it strange that the people in towns and cities should have their parks and other public places of recreation, while the poor country folk have nowhere to assemble except at the cross-roads, which is also frequently the site of the local public-house. Even the law forbids them to play bowls along the most unfrequented road in their neighborhood. In my opinion every parish should have its parochial hall, where young and old could assemble to hear lectures and concerts, to read the current literature, and to discuss many matters pertaining to their local and national welfare. A field should also be provided which, in addition to affording a place of recreation for the youth of the locality, could also be utilized for agricultural experiments and similar purposes.

"However, I am wandering away from my subject. During play-hour we generally amused ourselves in running, wrestling and jumping; but on Saturdays and Sundays our favorite game was football. We were, however, badly handicapped in having no field which we could call our own, and so we had to be constantly trespassing on the farmers' lands around."

Pedagogical Digest Department

Editorial Comment

THE PEDAGOGICAL DIGEST shall aim each month at making some educational feature a center of interest. Last month child labor and compulsory education were emphasized. We feel that the October issue will be of permanent value to the student of education, inasmuch as it is impossible to secure even in the Columbia Library a digest of the child labor and compulsory education laws. Like so many other fruitful forces in education this movement has its support in organizations outside the school. This month we are emphasizing educational forces that supplement the school.

The Settlement centers are all working out real problems. Chicago, New York, Boston, and Cleveland are perhaps most active. A special feature in the last named place is the Progress City, that attempts to carry out the great pedagogical principle of becoming by doing. There is room for similar attempts in every large city.

The public playgrounds are another aspect of this month's work. There is only one danger we can see in this movement: the danger of too much supervision of the child's play, particularly in cities where children have ample room for free original play activity.

There is, however, one feature of the work in the New York City parks that should be improved. The teachers frequently are not trained either in play or pedagogy. They work long hours, and are underpaid. What we want are trained kindergartners, holding a license to teach in the park playgrounds, during hours that are the equivalent of school hours, and at equal pay. There is room here for a much needed reform.

There is another point we would like to call attention to in the free evening lectures. We recently attended a song recital and piano interpretation by two leading artists. The place used was the basement playground, poor light, damp floor, barren walls and rafters, and unsightly water faucets, and other unartistic settings. It seems to us that there are assembly halls with light, heat, good seating and a decent piano to attract and hold the people. There were only 61 at this lecture and recital. The setting is an important feature.

Beginning with the December issue the DIGEST will give a complete classified report of the leading educational journals of the world.

Some Educational Forces Supplementary to the Public Schools

BERTHA JOHNSTON

IT would be impossible within the limits of one number of the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST to describe the good work being done in all of the settlements, playgrounds and vacation schools in all parts of the country. From the immense amount of material at our disposal we must perforce select those examples illustrating salient points and distinguishing features which best express to the skeptical the dominating spirit of these various agencies for public good, the good already accomplished, and the new departures which are outgrowths of past successes and failures, and of continually changing conditions. It is astonishing and wonderfully encouraging to learn of the Protean forms assumed by the spirit of love and service in these strenuous days. The love for one's neighbor, the desire for justice, is manifesting itself as actively in the few as the love of money in the many.

THE SOCIAL SETTLEMENT.

Those who may be ignorant of the real meaning, purpose and spirit of a settlement, and skeptical as to their fundamental ideals and accomplishments, we would refer to a pamphlet written by Dr. Graham Taylor, resident warden of that active center, the Commons, Chicago. He defines the Commons briefly as "a social center for civic co-operation."

What the church, school and town meeting were to the Puritans in the days of a more simple, less congested life, that the settlement endeavors to supply in a modified form. The settlement came to be, Dr. Graham Taylor says, "an answer to a heart hunger for a larger share in the race life, a greater part in real things, a conscious identity with the common life."

It is interesting to note that one of the first things with which a settlement feels its way into the hearts and confidence of its neighbors is the kindergarten. Once it gets hold of the children the mothers follow; then come the boys' and girls' clubs with their potentialities for good; the sewing and cooking, the manual training and debating societies; the clubs for quiet plays and games and the athletic for the more active ones. It is the settlement kindergarten which often leads the way to its introduction into the schools. Nothing tells like a good object lesson.

Different conditions in different cities or in different parts of the same city evoke individual experiments and permanent departments. Witness the Labor Museum of Hull House, the response to a recognized need of a certain neighborhood. Thru its spinning and weaving of flax and wool into rugs and coverlets, its modeling and brasswork, its exhibition of similar work done by other peoples, and in other times and ways it stirs a just pride of the fatherland in the foreign immigrant, while at the same time it awakens a sense of the solidarity of the race and also lends a touch of poetry to humdrum labor. It reminds the child who is rapidly learning American speech and style of dress that it must not despise its less adaptable parent, who can contribute something to the New World as well as receive from it.

Cleveland offers an interesting phase of settlement work in its
PROGRESS CITY, HIRAM HOUSE PLAYGROUND, CLEVELAND, O.

This novel expression of settlement playground activity is thus described by Dr. C. J. Bushnell in *Hiram House Life*, September:

"We should all remember that it rests chiefly with the boys and girls of to-day to make our cities of to-morrow truly great and beautiful.

"It was this thought that caused the beginning of Progress City on the Hiram House playground last July. Nearly five hundred boys and girls became citizens. The city wards were twelve in number, and were composed of the different industries and businesses in which the children chose to work. Ward 1 was carpentry; Ward 2, painting; Ward 3, printing; Ward 4, brass hammering; Ward 5, cooking; Ward 6, sewing; Ward 7, millinery; Ward 8, weaving; Ward 9, street cleaning; Ward 10, banking; Ward 11, storekeeping, and Ward 12, postal service. Each was under the supervision of a director and each elected one of its own members as its representative in the City Council.

"In these ward-industries the citizens did very interesting and useful work. The carpentry department repaired the playground fence and made new apparatus, benches and cupboards. The printing department issued the blank ballots, checks, receipts, deposit slips, etc., used in the election and in the bank, and also a weekly newspaper, called *Progress City News*, giving accounts and notices of the regular elections, athletic contests, picnics, celebrations, actions of the city officials, etc. In the sewing department the girls made their own bloomers for the gymnasium practice. In the millinery department they made and trimmed their own hats; and in the weaving department made baskets, picture frames and other useful articles. The boys in the street cleaning department not only kept the playground free from paper and other rubbish, but now and then

cleaned public streets in the neighborhood, much to the interest of the residents.

"Every day about noon the citizens from all the different industries and offices of the city would come to "Progress City Bank" to cash or deposit the checks which had been given them as pay by the heads of their departments. Progress City cash consisted of both paper and brass money, printed and stamped in the printing office. Each citizen received \$2.00 a morning if he was a workingman and \$2.50 if he was a foreman. Each depositor in the bank received a pass-book, in which he could see set down the exact amounts he deposited and the sums he drew out to pay for picnics, peanuts or goods from the store.

"The store was a very interesting place. Goods were donated by May Company, and Quinby, and placed on sale to give real value to the money earned in the industries and public offices. Coats, hats.



Courtesy Hiram House Life

DEPARTMENT OF CARPENTRY, PROGRESS CITY, CLEVELAND, O.

shirts, neckties, pins, pocketbooks, etc., beside products made in Progress City, were all sold before the store closed in August.

"The chief public offices of the city were a Mayor, who presided over the General Assembly and City Council, when they met to make the laws of the city; a City Clerk, who kept a record of these meetings; a City Treasurer, who had charge of the City Bank and City Tax Records; a Postmaster; a Store Manager; a Newspaper Editor; a Director for each of the industrial departments; a President of the Board of Public Service; a Chief of Police; a City Judge, and a Prosecuting Attorney, whose duty was to sign warrants for arrests and prosecute law-breakers before the City Court.

"In the court, which met regularly twice a week at the call of the judge, there was always a copy of the Constitution and the laws made in the public assemblies. Offenders who were brought in by the police for theft, trespass, disorderly conduct, bribery, contempt or other misdemeanors indicated in the laws, were tried strictly in accordance with these laws, fairly and justly. The penalties were fines and exclusions from the playground or picnic excursions; and usually brought thoughtless boys or girls to see that it was a foolish thing to break the laws made to help people live happily together. One boy showed his own good intentions and the good effect of the court when he confessed that he didn't know before his trial that it was such a disgrace to be arrested.

"All citizens had to be members of some ward and work in some industry or hold public office. All public officers were elected every Friday for periods of one week, and might be only once re-elected. Girls were eligible to public office, and in the last election secured four of the chief offices, including that of Mayor. All voting for public offices was by a regular system of ballots, the City Council acting as a Board of Elections to arrange voting places and prepare ballots.

"At the final meeting of the summer session of the city on August 6, 'America' and 'Progress City Song' were sung, speeches were made by the public officers and the General Director, and prizes awarded for the best bank accounts for the summer. Many are the citizens who would always like to live in the Progress City of Hiram House."

LEARNING TO KNOW EACH OTHER.

The Choral Club of the Commons has not only raised the standard of musical taste and achievement in its people, but has developed in them the spirit of fraternity, its "Guild of Song" co-operating with the district visiting nurse to "make music a medium of higher worth than the study of it for its own sake could ever be."

It is this neighborliness which is one of the most educative influences of the settlement, for from it can be developed the civic virtues which depend upon an understanding of and faith in the one

who lives next door to us, or, perhaps under the same roof, altho of different nationality.

To an Italian settlement in Brooklyn, N. Y., come Italians from neighboring districts in Italy, but speaking dialects so different that they cannot understand each other and therefore hate each other with exceeding great hatred. The spirit of the settlement unifies and harmonizes the apparently irreconcilable. This is illustrated also in Chicago, where one of the most important of the Commons' activities is the "free-floor discussions" on Tuesday evenings. Extreme radicalism has well nigh disappeared thru the safety valve of free speech here offered when Anarchist, Socialist, Republican, Democrat, Populist, Single Taxer, may each have the floor a few moments under obedience to parliamentary rules; they learn self-control in self-respecting argument and each learns also that he is not the only one who is interested in saving society. They mutually counteract each others' self-satisfied demagoguery. The Lithuanian and the Irish boy may detest each other on the street and despise each other in the school, but working together in the same club, or at the same work table they learn to know and respect each other.

What the settlements do and have done in interpreting American life and ideals to our foreign population cannot be estimated. The public school which is near a settlement cannot but feel its influence.

In one settlement in Chicago there is a distinct connection here, the residents giving private instruction to "backward children." This backwardness is in many cases due to failure to understand the English language.

The libraries found in most settlements are another great aid to the school children, who find here the books to supplement their text-books and here, under guidance of a cultivated librarian, their taste in good reading finds direction.

The penny savings system inaugurated in most settlements is an important phase of their educative work, training the children in self-control—a willingness to forego the present delight of the penny-in-the-slot machine for the future joy of the Christmas giving to others, or the skates or book for one's self. Thrift is a virtue all too rare among American children. This is a practical way to cultivate it.

The summer clubs and outings under the auspices of settlements are no less educative, giving the children glimpses into the

joys and wonders of nature, while indirectly and sometimes very directly training in good habits. The background of nature experiences afforded by summer outings give the city teacher a good basis for future work in many directions. The children who have at last seen apples growing on trees and have helped drive the cow home from pasture will not, when asked "Where do apples come from?" reply in brief: "From the grocery store."

As fast as a settlement finds the city assuming any of its functions it gladly surrenders these to the public authority—thus libraries, kindergartens, gymnasiums, are given over whenever possible.

Settlements are educative not alone to the individual but to the city. Also the true settlement resident always feels that he learns as much as he teaches and receives as much as he gives.

THE PUBLIC SCHOOLS ATHLETIC LEAGUE, NEW YORK CITY.

Thoughtful men have observed that the confined life of the city narrowed the boy's chance for legitimate exercise in two directions. He is deprived of the opportunity for active play and also of the opportunity to do the many little "chores" demanded by farm or village life, with not only the mental and moral education, but the muscular training involved.

How supply these deficiencies?

The playground and vacation school are an opening wedge, but they are too few and far between, and hundreds of boys can never come within range of their influence. But it is thought which rules the world, and it is easy to prophesy that earnest men will achieve their ends when once they determine what those ends should be.

The result of much thinking was the formation in 1903 of a unique organization, the Public Schools Athletic League, with General George W. Wingate as President; Theodore Roosevelt as honorary Vice-President; Dr. John Huston, President of the College of the City of New York, as First Vice-President; Rev. Dr. W. S. Rainsford, as Second Vice-President; S. R. Guggenheim, as Treasurer, and Dr. Luther Halsey Gulick, as Secretary.

We give special space to this League, as other cities will be interested in noting the vast numbers reached thru this movement and because those who attend the I. K. U. in the spring will want to know of some of New York's special educational activities.

The purpose of the Public Schools Athletic League is thus briefly stated:

"While the more obvious endeavor is to cultivate athletics along existing lines, holding championship meetings, and the like, the aim toward which this is a means is to increase the athletic spirit and *practise* among the *great mass of pupils*. Special endeavors, by giving buttons for a moderate degree of attainment, the holding of novice games, and the like, are most definitely related to the direct and ultimate purpose of the League.

"The by-laws state that only those pupils who maintain a grade of scholarship which will entitle them to promotion (if continued without improvement) shall be entitled to represent the school in athletics.

"No pupil, under penalty of discipline in his school, shall be eligible to represent such school.

"Only those pupils who are in good standing as amateurs shall be eligible to represent their school."

This indicates that a reasonable standing in character and in study is insisted upon. The boy cannot hope to win honors on the field or to represent his school if he shirks his studies. It is easy to see what a hold this will have upon the schoolboy who loves his game, but finds it hard work to study.

In Spalding's Handbook of the League we find given 32 definite rules governing the different kinds of "events," which include short and long dashes, mile runs, running high jump, running broad jump, relay races, hurdle races, putting 12-lb. shot, basketball, baseball, marksmanship, etc.

The rules for entries, for protests, and the laws concerning the referee, the starter, are all quite explicit.

Competitions for the Athletic Badges offered have been especially vigorous during the past year, and from the experience of the first tests, the following standards were agreed upon:

For boys of elementary schools under 13 years of age—60-yard run, 8 3-5 seconds; pull up, or chinning on bar, 4 times; standing broad jump, 5 feet 9 inches. For all other boys of elementary schools and for high schools there are other standards which open to all boys an opportunity to win a badge with a little work, physical and mental. We are told that:

"The League presents to each school having boys qualified for athletic badges, an engraved certificate, 17x24 inches, with a space for 200 names. The boys count it a special honor to have their names appear on this certificate, inasmuch as it stands for special athletic ability and satisfactory school work.

"Only the winners in the various events can compete in the city games; and when we remember that these winners often number a thousand or more, and that each one probably represents twenty

or thirty boys who have striven for his place, it gives us an idea of the great army of schoolboys who are actually competing in athletics thru the work of the District Leagues.

"There are now twenty-one well organized District Leagues covering all of Greater New York, each of which had many competitions during the past year. In over nine championship meets held during the same period there were 3,690 entries. We had 80 basketball and 100 baseball games, and 77 authorized events for boys given by outside organizations, and 10 games held on the roofs of the school buildings. About 30,000 boys competed for our athletic badge, and it was won by 1,162.

"In all there were held over 600 separate competitions in which there were over 150,000 entries, an army greater than General Grant marched across the Potomac to capture Richmond."

Several trophies have been presented to the League by different people or organizations, some to belong permanently to the school winning it a certain number of times, others to be ceded by the winner of one year to the winner of the next. Some of these are in the form of the usual prize "cup." Others are in shape of statues, plaques, banners or medals. Two are models of the beautiful statues "the sprinter" and the "athlete," made by Dr. R. Tait McKenzie, brother to Miss Agnes McKenzie, former kindergarten supervisor of London, Ont.

Some of the champions of the League took part in the Olympic games held at St. Louis, July, 1904, winning in several contests.

A side product of this active interest and participation in athletics is the impulse given to good reading. In classroom libraries are placed standard books on athletics.

There has been formed a Girls' Branch of the P. S. A. L., with Miss Catherine S. Leverich as president. Their work takes the form of gymnastic and folk dancing, of class athletics and of team games, including basketball.

Dr. Gulick's investigation and study of the instinct feelings, and his executive power in making use of the facts gleaned from such study, must have a marked effect upon the Gothamites of to-morrow.

Surely as these hundreds of boys grow to manhood, having profited by the great opportunities opened up to them by this flourishing League, they, as voters, will see to it that other boys are given the same chance which they enjoyed, and we may hope to see places for exercise and for competitive games multiplied until no boy or girl in this crowded city but what will have a chance for natural and happy active exercise.

There seems to have been no plan previously employed which reaches so many of the children, and it would seem as if this League, which makes an appeal few boys can resist, ought to be the long desired antidote for truancy. The handbook referred to above is a most interesting volume, giving all the details about the League, its rules, membership, etc., and giving many pictures of the leaders in the movement, the boys who have won honors, and the trophies presented.

THE PUBLIC PLAYGROUND.

One sign of the progress of events is seen in the use to which the city parks are now put, compared with the days of two decades ago. Then all that was seen were the conventional grassy triangles and oblongs with the dividing paths; the trees, always a joy to the weary eye; the regulation bench, and here and there a few warning signs of "keep off the grass" to spur the adventure-loving boy to disobedience and so draw upon himself the fearful attention of the "sparrow policeman."

Then the muscles crying for exercise must lose their tension in running races round the grass plots or skipping ropes, and rolling hoops up and down the tar walks.

Now take a trip to Tompkins Park and see the change. Here indeed the eye is refreshed by trees and grass and a cooling fountain as of yore, but the lover of childhood and the citizen, who sees in his mind's eye the present generation grown to manhood, have invaded the place, and as a result all kinds of active plays and exercises are in operation, typical of playgrounds in other places.

In one corner are the tiny swings reserved for the babies of less than two years; twenty swings in all. There are 4 garden or boat swings for children of 2 to 5; and the regulation swings for children of from 5 to 8 and 8 to 11. Three sets with ten swings in each set. Girl monitors are in charge and these see that fair play is observed, and settle small disputes, thus relieving somewhat the regular director and leaving her free to attend to matters in other parts of the grounds.

The girls have sets of tennis, croquet, basketball, tetherball, giant strides, see-saw, etc.

There is the usual shelter for hot or rainy days, and here was a beautiful little doll house made by the park carpenter from a picture shown by the director, Miss Van Doren. The doll house had several floors, with two rooms on each floor and little stairways, and a land-

ing between the rooms. The tenement house children to whom "home" means one or two rooms only, take turns playing with this miniature house, which to them is an apartment house, one child playing with one room while another was happy playing quite apart with another one, quite as a matter of course, for they do not know what it means for one family to occupy an entire house.

The sand pile is large enough for the children to get into bodily, and has a splendid strong shelf around it, just the right height for the child who wants to build upon it his house of sand.

Winter or summer the director is on hand, and one picture shows the roomy snow house made by the happy boys.

An educative feature of one playground is a good-sized cage containing pigeons and rabbits, an unfailing source of interest to the children of a crowded city district, where pets are seldom found and few kinds of living animals seen.

In some parks in Chicago are small ponds in which the children experience the joys of wading.

The part reserved for men and boys is well equipped with ladders, giant strides, vaulting horse and other playground essentials. A competent athlete is in charge, and one who seems to understand boy nature in all its aspects.

Another interesting park which evidently meets quite different conditions is far up town, bordering on the East River, with Hart and Randall's Islands just across. The parts given up to play and game in this park are all fenced in by high iron railings, evincing in plain language a distrust of the neighbors. This may be due to the proximity of the river, which so often breeds lawlessness and crime. The attending policeman was amazed that anyone should ask why these playgrounds were thus fenced in. He seemed to have no conception of a binding "inner law."

But New York has a double system of playgrounds, the one above described, under the jurisdiction of the Public Park Department and the other controlled by the Board of Education. The two systems of management are quite different, and a comparative study of them would be interesting and instructive, tho neither one has been in existence long enough to decide from results, which is based upon the soundest principles.

The Board of Education, as is to be expected, puts trained teachers in charge of the playgrounds and vacation schools and respects them as such.

Miss Evangeline E. Whitney is supervisor, and her report shows that her department assumes many forms of life.

Within the last two years a new departure has been taken in the introduction of playgrounds for mothers and babies. There are now fifteen of these. Here are tiny swings in which baby can sleep or gently sway while mother sews in a shady, restful place. Trained nurses and domestic science teachers meanwhile talk in an informal way about the care of the baby and practical housekeeping improvements. The age limit is six, no older child allowed except as caretaker of one too young to come alone.

As an example of the system which reigns here we learn that in the game period four games are usually played in an hour, the groups changing places and games so quietly that there seems to be no break. The same kind of change from apparatus to apparatus is observed in the gymnastic classes. The disciplinary effect of such a military régime is undoubtedly good, and where large numbers must be accommodated seems to be almost a necessity, but in many parts of the city it would seem that more freedom might be possible.

The introduction of folk games and dances into the playgrounds has been tried with happy influence upon manners and poise of body and control; some of the gay dances producing quickened rhythmic movement, others of a more stately order developed dignity and grace.

New York must put every possible horizontal area to use, and so we find the Board of Education also utilizes now many of its piers for playground and recreation centers, and on a hot summer night they will be thronged with weary people seeking the cool of the river and the music of the band. Whether the latter be educative or not, depends upon the quality of the music program and the skill of the musicians.

Roof gardens are peculiar to New York, and there are now eleven of these under the city's jurisdiction. It is well that the people living in what Lafcadio Hearn calls the "canyons" of the city have learned to utilize this space. As one playground supervisor observed, "It is a pity that the immense area of wall spaces cannot also be occupied.

The recreation centers of Chicago are a joy to every sense. The buildings are beautiful and appropriately simple in architecture, and offer for the use of the people a fine assembly hall for meetings of any legitimate description; a library, swimming pool, gymnasium,

shower baths, etc. They realize in the concrete the ideal civic center toward which the believers in a true democracy have long been working.

Chicago maintains many fine playgrounds now, but more are needed.

TESTIMONY FROM CHICAGO.

The People Regard the Municipal Playgrounds as Child Savers and Money Savers.

All the Municipal Playgrounds here are open day and night, seven days of the week. Where the grounds are large and suitable they are kept open all year, for skating, football, etc.

During the summer vacation period the Commission employs an experienced woman kindergartner at each playground. These teachers lead the smaller children in their exercises, games and pastimes, also instructing them in raffia weaving.

A general athletic director is employed for all grounds. In co-operation with each playground director, he coaches the older boys in track and field athletics and supervises the various sports and exercises. This feature of the playground work has saved many a young man, by drawing him away from bad companions and the vicious atmosphere of saloons, dance halls, etc.

The Police Department gives credit to the Commission for having lessened its labors thru the agency of playgrounds in the prevention of juvenile crime and misdemeanors.

Records of the Juvenile Court show that where playgrounds have been established there has been a substantial falling off in cases of juvenile delinquency—petty thefts, vandalism and kindred fruits of misapplied youthful energy. The street corner gangs, thru the influence of playgrounds, have become the athletic teams of the neighborhood.

The Health Department testifies to the efficiency of the playground as a means of making healthy, robust citizens, and of preventing those diseases which are attributed to want of proper exercise, fresh air and sunshine.

It is stated by the public school authorities that the Municipal Playground is a preventative of truancy—with its train of mischief—by working off the boy's surplus energy, giving him a zest for study and a natural desire to enter school after play. School principals say that the child who has a playground within reach is an all-round better pupil than the one who has no playground.

Money, equipment, supplies and the free use of playground sites have been given the Commission at various times by individuals and corporations. You are invited to do likewise.

The Commission believes that a playground to do good must be a good playground—thoroly equipped, properly conducted and po-

liced, everything kept in mechanical, running order—otherwise it will be harmful to the children.

From Special Parks Commission.

And Mayor Dunne states his belief that:

"More playgrounds mean better citizens for the future and less of the taxpayers' money spent on reformatories and charities intended to reclaim delinquent children."

In April last the Playground Association of America was organized in Washington, D. C. At request of the Commissioner of the district a playground plan for the city of Washington was drawn up. It contemplated as ideal a playground of not less than 30 square feet for each pupil in connection with each school; playgrounds of not less than 2 acres for each school district and an athletic field for each section of the city. Twenty public playgrounds have been maintained this year from 9-11 in the morning, and from 3:30 until 8 P. M. Since the opening of school they have been opened from 12 o'clock until dark.

To insure the teachers having a sufficient vacation (they being nearly all regular teachers in the schools), the playground season was divided into two terms of five weeks each.

The supervisor wishes to express his feeling that playgrounds should be supported by public money the same as the schools. They are no more needed by the children of the poor than by the children of the well-to-do. Our largest attendance has been from the better sections rather than from the poorer sections of the city. The aim of playground work should not be "keeping the children off the streets," but securing the good physical development and the health of the children and the formation of courteous, honest and energetic habits of action.

Dr. Luther M. Gulick lectured before the Conference of Kindergartners of Manhattan and the Bronx September 28 on the question, "If Play Is Instinctive, Why Must It Be Taught?"

The speaker first pictured the automatic action of the butterfly making its cocoon without previous instruction, entirely mechanically and learning nothing from the experience of others or from play, and flying towards the destroying flame as a purely mechanical reaction, the so-called tropism of the scientist, the result of contraction of its muscles by the heat. He then spoke of the singing of the bird, which is an instinct, and is at the same time imitative; that is to say the bird has the instinct to sing, but what he sings depends upon what he hears, as in the case of the blackbird, which never having heard any song but that of the rooster, used his vocal organs to crow. One activity is purely automatic and unchangeable; the other is plastic and can be shaped.

The human instinct feelings belong to the latter class. To speak is instinctive with the human at a certain age. The language he speaks depends upon what he hears.

"To be alike is instinctive." That is one of the things to depend upon in teaching. For example: whatever the prevailing style of dress, we none of us wish to be conspicuous by looking differently from others. This is called the consciousness of kind. It ties children together just as it does adults. Imitation is instinctive. We are impelled to do the things which other people are doing; to read what others are reading. It is this same consciousness of being alike which guides play. Playing tag is instinctive, but the way it is played depends upon the child's social tradition. If played in a community where the tag game is cruel he will be likely to play it with cruelty and his whole life, independent of his reason, will be turned in that direction. Instincts take the direction of the social model. Hence, play needs to be taught, because it needs good models. Play in itself is neither good nor bad. All the teaching in college is nothing compared with the influence of the model or athlete coach.

Play needs to be taught also because the times are changing; conditions of space and place are so different from in times past, that the old games must be reconstructed. The instinct feelings will remain the same; but the social condition can be changed. The test of the effectiveness of our games and plays is whether the children play them, and when they have opportunities to do the things they are taught in the kindergarten.

Owing to lack of space the editors are obliged to postpone matter relating to vacation schools, and organizations such as the Children's Aid Society of New York City, etc., until a later number.

In the December number of the *KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST* all the articles will center round the Child—the Child in Art and in Literature, and their reciprocal influence upon each other. It will interest all readers.

It is with regret that we must announce the death, on October 2, of Miss L. B. Pingree, of Boston. See December number for more extended notice.

Foreign Educational Matters of Interest

Summer vacations being as a rule of half as long a duration in Europe, as they are with us in this country, European teachers can hardly be expected to devote the brief term of their recreations to extensive and comprehensive agitation of educational problems and subjects, and we meet therefore a comparative dearth of news from that field during the summer months,—a fact which can hardly surprise us. But while the teachers there rest from their labors, the summertime is usually the busiest with the authorities appointed to the duty of superintendence over Public Education, which fact has been demonstrated also during the last summer season; and as several matters of this kind are of the widest interest to Americans also, we may be permitted, briefly, to state here the most important ones.

THE SPELLING REFORM IN FRANCE.

France, like America, seems to be in the throes of a new movement for the revision of the orthography of her language, and the proposition has called forth an agitation pro and con, equal to, if not exceeding, the interest that the problem has produced on this side of the Atlantic. In France, the Minister of Public Education has just now appointed a new Commission for the discussion of the problem, after a former commission has declared itself unable to agree upon a decision in the matter. The chief opposition to the proposed reform emanates, as it appears, from the French Academy, altho several of the reasons advanced by that august body, strike us as rather ludicrous, as, for instance, "that the different pronunciation of French words

in the different provinces of the Republic would seem to render a uniform phonetic orthography impossible," and this: "that the minister of public instruction had received verbal protests from some ambassadors of foreign powers against the introduction of the innovation" and finally: "that the physiognomy of the entire language would undergo a total alteration, apt to render it irre recognizable." Some leading litterateurs seem to support the Academy, among them François Coppée, who says: "A language, as little as a woman, should be light. The simplifiers of the language will be its destroyers."

On the other hand, there have arisen in advocacy of the reform, quite a number of the most enlightened litterateurs and pedagogs of France, among them Brunot, Professor of History in the Sorbonne, Chantavaine of the *Journal des Débats*, Clairin, member of the Supreme Council of Public Instruction, and many others, who bitterly attack the authority and infallibility of the Academy and eloquently emphasize the great advantages that would result for France and all her colonies from an easier and more rational mode of orthography. Professor Brunot has had his proposition for a revision endorsed by a great body of teachers, convoked for that special purpose, and it is upon the resolutions drafted by that body, that the new Commission will have to determine.

NEW LAW WITH REGARD TO RELIGIOUS INSTRUCTION IN PRUSSIAN PUBLIC SCHOOLS.

The Prussian Parliament just prorogued, has thru the co-operation of the Conservative and National Liberal Parties, passed a law which was known to have had the Emperor's hearty endorsement and which is designed not only to foster religious instruction in schools, but even to impregnate the whole system with active religious morality, according to the Biblical truth that "the fear of God is the beginning of Wisdom!"

The new Law provides the organization of a school committee for every public school, said committee to be composed of members of the Parish Council and of the Communal Council, appointed by the Mayor, together with one Protestant minister, one Catholic priest, and if there are more than 20 children of the Jewish faith in the school, one Jewish rabbi. The body thus constituted may add to itself as members enlightened men interested in educational work. The immediate superintendence of each school is entrusted to three district inspectors of whom the greatest activity is expected. It is just to say that the same law makes ample provision for guarding the rights and interests of existing minorities, but on the whole it must appear strange that while France, England, Belgium and Italy endeavor, more and more to separate education from religion, Germany, the banner-bearing educational country of Europe, proclaims as the principle of its educational system the leading idea, that education is alone salutary when intimately associated with active religious morality.

ENGLAND'S EDUCATIONAL BILL.

The hopes and anticipations of England's Free Churchmen who, of late, have been rather despairing of the speedy enactment of their Educational Bill, have suddenly been revived thru the appointment of Mr. Augustine Birrell as minister of education, who is known to be an ardent supporter of the bill proposed. It was hardly expected that the gentleman, so busied with the affairs of his law-firm, would consent to accept the position which naturally must be to him an unpleasant task under the now existing laws as enacted under the Balfour régime in 1902; but the 172 members composing the Free Church party in Parliament are confident that the next election will add a considerable number of representatives to their 172, and enable them with Mr. Birrell's vigorous support to carry the measure to final triumph.

THE VISIT OF FRENCH TEACHERS TO ENGLAND.

Altho in late years the international communications of teachers' associations have become frequent and almost events of annual occurrence, still it would appear from what we read in various French journals, that the visit of teachers of the University of Paris and of delegates of various institutes to England was made an occasion of unusual magnitude and of a truly genuine fraternization. Not only the educational corporations of London and her neighboring cities vied in extending a most hearty welcome to their visitors, but the various municipal bodies, the trade-guilds, the Foreign Office, and even the King and the Queen of England left nothing undone, to render the visit of their guests a memorable occasion. That the reasons for this extraordinary welcome were to be sought in neither political motives nor on national grounds was amply made manifest by a series of lectures from some leading educators of both countries, by numerous excursions to such educational centers as Oxford and Cambridge, Eton and Harrow, Camberwell and Holloway and withal by the pronounced emphasis on matters that bear upon the topic of public education and popular enlightenment. The inestimable advantages to both countries that would result from a mutual bond and aid in educational movements were eloquently set forth in a number of addresses, both English and French, and promising steps were inaugurated for a vigorous interchange of opinions on educational topics in the nearest future.

Extension Courses of Interest to All

BROOKLYN INSTITUTE OF ARTS AND SCIENCES.

The Brooklyn Institute of Arts and Sciences is continuing its splendid work in offering courses in conjunction with Columbia, the New York University, and professors chosen for their high standing in the various fields of academic and professional activity. Brooklyn teachers owe a great debt of gratitude to Professor Franklyn Hopper, who has worked so faithfully in bringing so many means of professional help to them.

NEW YORK UNIVERSITY

offers in its School of Pedagogy thirty courses for teachers. These embrace philosophy and psychology in their application to education as well as courses in the science and art of teaching. Professor MacDougall gives a course in genetic psychology and one on the physical nature of the child which would be of special interest to kindergartners. Mr. Percival Chubb gives the course this year in methods in English. Among the new courses is one in methods of teaching, drawing and manual training, by Dr. James P. Havey, and one on the education of defectives by a group of experts from different parts of the country. A special circular describing this course is issued. Courses are given in methods of teaching, geography, history, arithmetic, reading and language. A sixty-hour course is given by Professor Gordy on the history of education. Dr. Luther H. Gulick gives a course in principles of physical education and another in school hygiene. Along with these two courses is given a course in folk dances. The courses in psychology are given by Professor MacDougall and Professor Lough. A Bulletin describing all these courses may be obtained by writing to Dean Thomas M. Balliet, New York University, Washington Square, New York.

ADELPHI COLLEGE EXTENSION COURSES.

Extension courses at Adelphi College in Brooklyn are in some important respects unlike extension courses elsewhere. They are not lecture courses, but are regular classes in the usual undergraduate work of the college. They are held in late afternoon or Saturday morning hours, so as to serve the convenience of school teachers, but they are conducted exactly as all the undergraduate classes of the college in the same subjects are conducted, and they take the same time per week in recitation or conference. They are arranged so that all the work prescribed for a degree in the college is given in these courses during a short period of years. The students who enter these classes are therefore given every opportunity to become fully matriculated students in the college, and to proceed steadily and systematically towards a degree. The year for these classes extends from October 1st to June 1st. All the science work for these classes is given on Saturdays, when the use of the laboratories is unobstructed. The fees for tuition in these courses are based upon a rate of twelve dollars for a course of one hour a week for a year of thirty weeks.

For the current scholastic year, 1906-07, the courses offered in this manner to teachers and other qualified persons are announced as follows:

History of Art; General Biology, Sanitary Biology; General Chemistry; History and Theory of Education (in the second semester only); Elizabethan Literature, History of English Fiction; Elementary French, French Classic Drama, French Literature of the 19th century; Elementary German, Historical German, German Literature (Lessing, Goethe and Schiller); Elementary Greek, Greek Literature in English; Plato (one semester), Homer (one semester); Medieval History, American History; Italian; Elementary Latin, Latin of the Freshman year, Latin of the Senior year; Mathematics of the Freshman year; Philosophy and Ethics; General Physics; Educational Psychology; Sociology; Spanish.

Classes are formed in these subjects that are offered, if a prescribed number of applicants appear. In most cases the minimum number required is six.

In addition to these courses, lecture courses in History and Literature are given at the college each year under the auspices of the College and of the Brooklyn Teachers' Association for the special benefit of members of that association.

EXTENSION COURSES IN THE POLYTECHNIC INSTITUTE, BROOKLYN.

For the past two years and a half the Polytechnic Institute of Brooklyn has conducted a comprehensive system of class instruction especially designed to benefit those teaching in the schools of New York. Afternoon and evening courses are offered, not only in pedagogy but in languages, literature, history, economics, mathematics, philosophy and natural science. Such courses may be taken independently or in connection with the regular work of the Course in Arts as leading to the degree of Bachelor of Arts. They are approved by the City Superintendent of Schools and may be counted towards fulfilling the requirements for licenses and promotions in the Public School system. Several of the courses—notably those in education, English, French, civics and economics—are given under the joint auspices of the Institute and the Brooklyn Teachers' Association. For teachers who wish to broaden their work as well as for those who desire the practical advantages of advancement in their profession these extension courses offer rich opportunities.

EXTENSION LECTURES IN THE N. Y. PUBLIC SCHOOLS.

Plans have been practically completed by the public lecture bureau of the Board of Education for the 19th season of public lectures which begins on Monday evening, October 1st. During the next three months over 500 individual lecturers will give talks to adults at 158 public schools and lecture halls. In all 2,112 lectures will be delivered.

This season Dr. Henry M. Leipziger, supervisor of lectures, and the members of the Committee on Lectures and Libraries of the Board of Education have sought to make the lecture system a "Working People's University," with systematic courses, regular attendance and collateral outside reading. Closer co-operation has been effected with many of the great educational institutions of the city, including the Society for First Aid to the Injured, American Museum of Natural History, the Committee on the Prevention of Tuberculosis, Columbia University, and the University of Chicago, the American Society for the Extension of University Teaching and the public libraries.

Lectures will be provided in five of the new Carnegie Libraries in Manhattan and Brooklyn, the libraries remaining open at the close of each lecture in order to enable the auditors to draw out books for home reading on the subject of the lecture.

Found in the Magazines

School and Home Education, Bloomington, Ill., has a series, "What Poetry Do Children Like?" by Margaret K. J. Yampe. The department "Within the School Room," conducted by George Alfred Brown, observes and reports classwork and school management in a way stimulating to thought.

In the *North American Review* for October 5, Charles F. Beach, Jr., has a paper upon "Educational Reciprocity," treating of the interchange of professional scholars between different countries.

Manual Training Magazine, October. Arthur W. Dow tells about "Wood Block Printing" in India and China, and its application to art teaching in the schools.

The *Educator-Journal*, Indianapolis, "Child Life and Sense-Training," by T. S. Lowden, shows the influence of an early nature environment.

Education, Boston. "Special Classes in the Public Schools of New York," by Jessie Rosenfeld. "School Instruction in Religion," by Prof. Paul H. Hanus.

The *Southern Workman*. "An Evening Industrial School for Adults (Colored)," by William L. Bulkley.

The *Elementary School Teacher*. "Education of Women in Germany," by Rebecca Dormeyer. "The Group versus the Grade in the Elementary Schools," by Lucy E. Browning.

American Education, Albany. "Genetic Psychology," A. W. Trettien; "The Cultivation of Esthetic Appreciation," Isabel Sewall.

Journal of Education, Boston. "The Problem of the Incurable Boy," by F. H. Beede.

Wisconsin Journal of Education (September). "The Trail of the Troublesome Boy," by Carroll G. Pearse.

The *Open Court*. "Chinese Industries and Foreign Relations," by Paul Carus.

Pennsylvania School Journal. "America's Educational Department to Holland," Andrew S. Draper.

See educational number of *Unity*, Chicago, for symposium of articles by authoritative writers.



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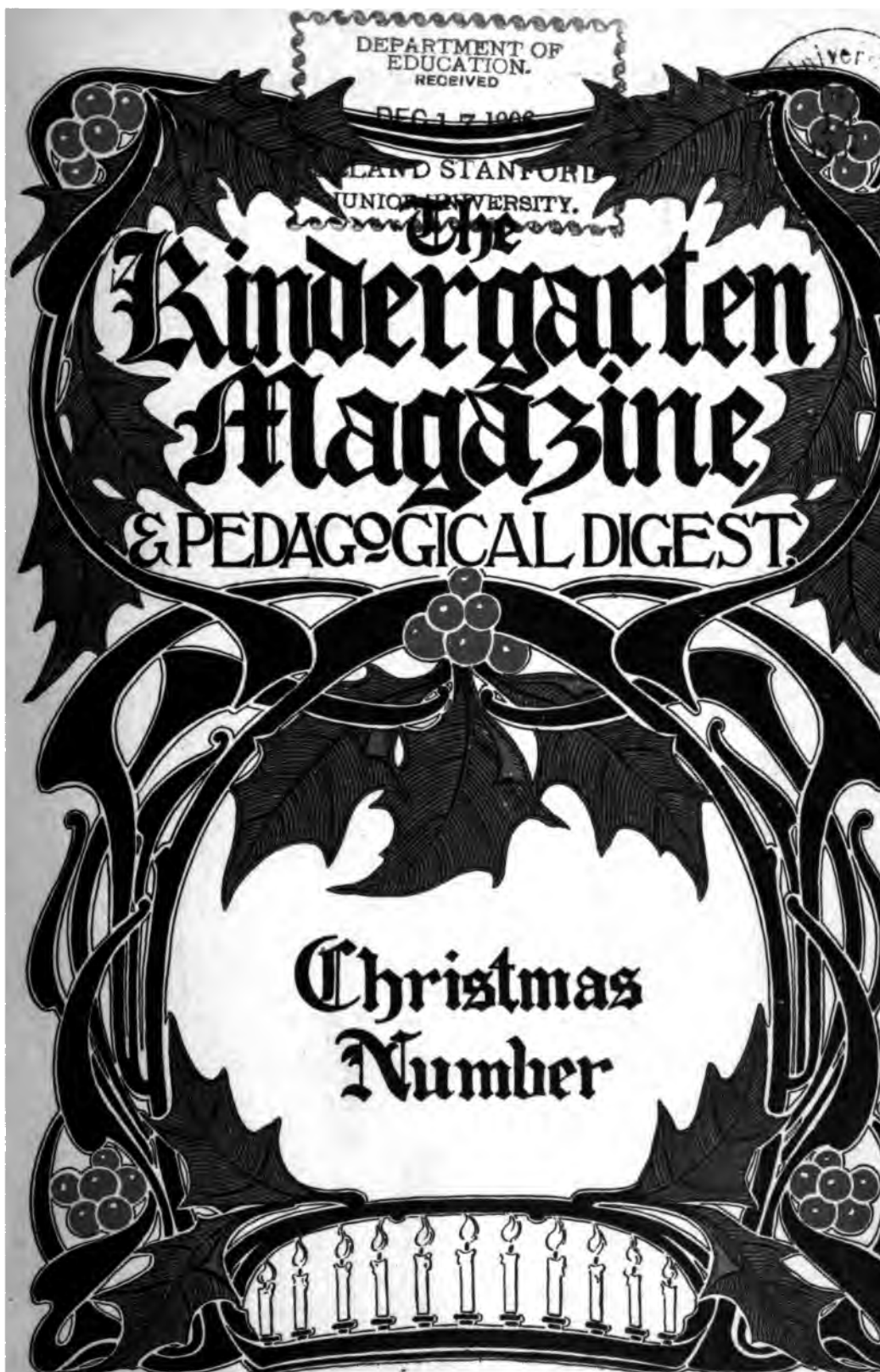
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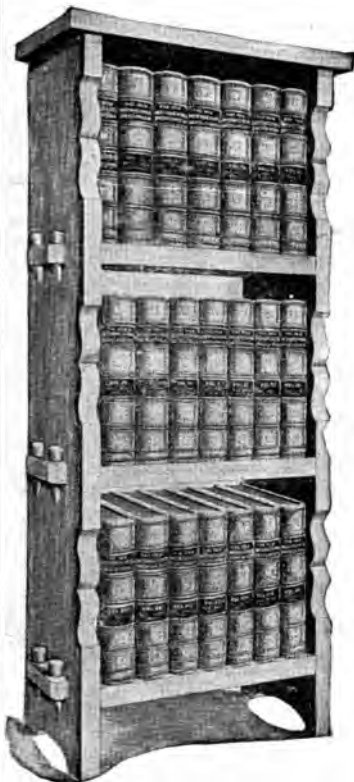


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MADONNA, WITH INFANT JESUS, ST. JOHN AND ANGELS

By Mainardi

The Kindergarten Magazine and Pedagogical Digest

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Veiled Truths

HARRIETTE MELISSA MILLS, NEW YORK FROEBEL NORMAL.



AS Christmas time approaches, there stirs within the mind of every thoughtful mother and teacher, grave questions concerning the significance of Christmas, and its relationship to, and its influence on, child-life. Year by year the queries concerning Santa Claus recur with new vigor, since each succeeding year shows an increasing tendency to elaborate the holiday festivities, and the element of commercialism encroaches more and more upon the domain of Christmas and its purest joys. These questions are of most serious import, since, ultimately, they affect the very foundation of the faith itself, which is, to quote Dr. Paulson, "the tenderest, the freest, the innermost function of life." Faith is constitutive of the life of the soul; it depends not so much upon knowledge and understanding, as upon the "will to believe," which persists even though theoretical proofs are lacking, and when experience and knowledge tend to warp its vision. The limit transcending power of faith in the human soul, that works miracles, and overcomes the world, is involved in the question of Christmas in the home, Sunday school and school.

The perplexing questions concerning Christmas are often expressed in the following form: Shall the myth of Santa Claus be told to children? Does Santa Claus symbolize to childhood the truth of the All Giver, God? If so, is it possible to present the Santa Claus myth in such a way that the child, when he passes from its partial and veiled truth to the unveiled truth of the whole spiritual significance of Christmas, lose neither his faith in the truth sym-

bolized in the myth, nor lose faith in those who have presented it to him and shared his joy in the Christmas experience?

The experienced kindergartner must consider these grave questions, as each year brings into her care a new group of children who are seekers after truth; and to such I would suggest renewed studies in mythology and a deeper insight into what has been the ministry of the myth in the development of race life in both its intellectual and religious significance. This study cannot fail to reveal the fact that faith and knowledge have developed side by side in the experience processes by which one level of belief and its embodiment has merged into another and higher plane of belief. Faith constitutes the allurements of the spirit, in response to which man exercises his supreme power as a limit-transcending being.

In the Nature worship of primitive man, essential truth came to his consciousness veiled in crudest forms, yet with power to inspire and uplift. It is a far cry from that rude polytheism to the belief in one God; and yet, thro it all, faith, in the presence of its cherished and outgrown beliefs, rises like Phoenix from its ashes, builds new temples for its indwelling and waxes strong, knowing no defeat. In this connection one may well ponder the significance of Froebel's thot in the Mother Play of "The Two Windows," when, as point of departure, he takes the childish play of peeping thru tiny apertures to the light. He says: "I seemed to recognize in this phenomenon a symbolic import. In order that spiritual truth may not dazzle, it must enter the heart and mind thru chinks. Only as the spiritual eye gains strength, can it bear the fuller blaze of truth."

If these are grave questions for the thotful mother and experienced teacher, they are doubly perplexing to the young and inexperienced kindergartner. With the latter, the question is almost certain to emerge into one of procedure, since the advisability of presenting both the story of the Christ-child and the Santa Claus myth, is not usually questioned. For the young teacher the problem can be stated in the following form: How may one best develop the Christmas thought? Shall the Santa Claus myth be given as an introduction to the real meaning of Christmas? If so, how lead from the fun and merriment of the Santa Claus thot to the Christ-child story without violating one's sense of the eternal fitness of things? Or, if one make the Christ-child story the point

of departure, how may one lead happily and congruously from that remote instance of supreme gift-giving to the immediate and concrete experiences that make that gift-giving intelligible to child-life thru the Santa Claus myth?

It is to the inexperienced kindergartner that I would bring some suggestions, gathered from years of experience spent in the delightful companionship of little children. Froebel tells us that we may make the plays of infancy a round in that ladder of experience, over which the soul climbs toward self-realization and self-knowledge.

Let us together take a retrospective glance over the autumn program for the kindergarten, to ascertain if its experiences and its plays have been such as to form that ascending ladder of thought and feeling which leads to conduct that embodies the spiritual significance of the Christmas time, which is loving and giving.

The autumn has brot into the kindergarten something of the year's garnered store of beauty in the color of foliage, flowers and fruits; the bounty of the harvest time has been present in vegetables, fruits and grains; excursions to the country and the parks have given to the children the experience of seeing with their own eyes, and gathering with their own hands, leaves and seeds for the kindergarten; they have watched, with curious, questioning eyes, and have asked why the squirrel buries the nuts in the ground, or takes them into the hollow tree; they have peeped into the empty nests and have missed the birds; they have visited the fields or the markets, and have seen the vegetables and grains that represent the fruition of months of human forethought and care, and months of the secret nurture of earth, sunshine and rain. These living experiences have not been simply a stream of perceptual activity and delight; their pageantry and beauty have not been allowed to flow unchecked thru the consciousness of the children, as in the pre-kindergarten years. The stream of experience has been stayed in its course long enough for questions to be asked, and willing ears have been ready to listen to answers that have been given thru many mediums. No need is there for the kindergarten to waste her vital force in making things interesting—that dreariest of all classroom fallacies. This subject matter is vital, its flow pulsates with the need of the child to gain conscious control over the common elements of a common life.

The aim and purpose of these experiences need to be very

clearly conceived by the teacher lest she lose sight of the goal amidst all this beauty and joy. Clearly a unitary purpose obtains in these experiences, which is accomplished under two aspects: first, the descriptive world of fact has been appealing to the minds of the children; they have been making real acquaintance with nature in her most attractive guise; they have come to be able to call by name many new friends in forest and field. Further, the alert minds of the children have been intent upon many excursions of investigation, and the curiosity that has been aroused gives opportunity to realize the second aspect of the unitary purpose of the autumn experiences, in which the world of interpretation and appreciation of the things seen and heard has been opened to the children thru their intense desire to know why things are as they are; or, in other words, there is aroused in the individual soul those "feelings of meaning" which are filled with potency for the development of the higher nature. Who shall dare to say that under the influence of such a round of experience the child does not feel himself to be a sharer in the universal preparation for winter that crowns the year with blessings for humanity and for animal life, or doubt that the child feels himself to be under the spell of the autumn beauty and bounty, as thru experience and play he participates in the work of the farmer as he fills barn and bin with hay and grain, with fruit and vegetables; or watches the activities of the squirrel and the southward flight of the birds?

Every thoughtful teacher knows that it is not well for any one, especially for children, to feel stirrings of the spirit, unless they directly influence behavior; they must flow out into concrete experiences that are adequate expressions of the inner life. Thus, the kindergartner is led to suggest that having received so many good gifts, they should be shared with others, who, because of sickness or misfortune, have received less. Different devices may be used to carry out the plan of sharing. In my own kindergartens, a Thanksgiving basket for a sick child or needy family has given the necessary outlet for the fruitful functioning of the life of feeling and emotion aroused by the autumn experiences. *The children not only feel the joy of having, but may feel that joy doubled thru the experience of sharing.* A single instance that occurred in a New York kindergarten will suffice to illustrate this truth. A five-year-old child, brot a very large, very clean potato, and as he deposited it in the Thanksgiving basket, said:

"We hain't got but six taters, an' this uns the biggest"; and added with a radiance of countenance that no observer could misinterpret: "It's for some feller that hain't got so much as we hev." An opportunity had been given to the boy which lifted him from the *fact of sharing to its spiritual significance*.

The beauty and bounty of autumn can dominate every experience of kindergarten life, and each phase of its richness may be re-embodied in beautiful pictures, in songs and stories that present the common autumn experiences in idealized form, and in plays and games that help the children to feel the meaning of the activities involved. These meanings may be deepened and clarified thru creative and expressive work with kindergarten materials, and finally, all these interests culminate in the great home festival of Thanksgiving day.* These experiences move with the serene tranquillity befitting the subject matter, and yet with fun and merriment as their legitimate accompaniment, since this is the way that joy expresses itself in childhood. Life on another plane may express its joy in other ways, yet none the less, "Joy is the grace we say to God."

Under many very obvious and many very subtle influences of the autumn, the child's heart has expanded like a flower; thots and feelings have been stirred that must be yoked to service that clarifies and interprets thot and feeling thru action. Service, which expresses itself in childhood in the desire to be helpful, must then, be the ladder that lifts the child to clearer thot and deeper feeling. Seizing upon the "moment of instructive readiness" to help, the kindergartner may find many avenues for its functioning. To be a helper in getting ready for Christmas, is joy sufficient for the little child; and, if this made the dominant interest, the thot of giving so far transcends that of receiving, that the latter aspect need never intrude upon the kindergarten life. The autumn program for the kindergarten may then *help the children to possess a partially organized body of experience, with its attendant attitudes of thot and feeling, which makes possible the assimilation of the joyful experience of Christmas*; and here we must face the Santa Claus problem. Is there a Santa Claus?

*Even in kindergartens, where the practice of developing the historical setting of Thanksgiving Day still obtains, much depends upon the significance of the season in its humanitarian and harvesting aspects, in order to give proper setting to the festival day.

This is not a question for the kindergartner to answer.

To the children, Santa Claus is already a very real character, even tho, unfortunately, he has often been given an embodiment that is as offensive as it is misleading. Even so, shall the kindergartner say to the children already imbued with the idea, "There is no Santa Claus"?

I can scarcely conceive a more ruthless proceeding, since *in its place one may substitute no ideal that is in any sense adequate to the childish need.* Only deepest ignorance of the nature of the child could lead to such a response. Here, as elsewhere, the kindergartner must take the idea given by the children, and so freight it with ideal meaning, that its dross and materiality fall away leaving the real significance to effect its purpose with potency and power.

One must, indeed, deplore the commercialism and chicanery of the Santa Claus of the department store window; but in our condemnation of the practise it must be remembered that from the Church and Sunday school Christmas festival, with its impersonation of Santa Claus, who, in fur coat and muffler, distributed gifts to the children, commercialism borrowed the idea and adapted it to its own ends.

Before a decision to abandon the myth of Santa Claus can be reached, one must be ready to discount the place and office of the myth in the development of the race life.

Just because a myth contains a veiled truth, must it then be declared pernicious? Suppose for a moment that the questions asked by primitive man, of earth, air and water, had been answered in the light of twentieth century scientific knowledge, would the answers have conveyed any meaning adequate to his needs? Assuredly not. The answers that primitive man received were embodied in mythical form and did not present the whole truth, but contained the norms of essential truth, which were all that primitive man could understand, or to which he could adjust his behavior.

Concerning the myth of Santa Claus, Colonel Parker wrote: "There are many parents who shudder at the myth of Santa Claus, an invisible being that brings the child gifts; but that invisible being to the child's weak apprehension is the foreshadowing of the All-Giver, the forerunner of the One who came to man on the blessed Christmas night. No rough voice and no ignorant soul

should ever tell the little child that Santa Claus does not exist, for Santa Claus is the foreshadowing of the All-Giver, All-Lover; the One who gives because He loves."*

The teacher who accepts this thot of Santa Claus, finds in it sanction for filling the kindergarten with happy children, who are participators in the universal spirit of loving and giving.

After the Thanksgiving vacation it is well to spend a few days in recounting its actual experiences—in order to gather up the threads of the common kindergarten life which have been laid down for a brief holiday—and then introduce the Santa Claus thot beginning the active preparations for Christmas, which can be accomplished without hurry or undue excitement and its consequent fatigue. The secret of a successful Christmas lies in planning its joys and surprises with the children. The buying of the Christmas tree can be made the subject of joyous planning. Pennies are brot day by day, that a sufficient sum for the purchase may be assured. Its ornaments of chains, lanterns, cornucopias, silver icicles and flowers may be made and placed about the room for decoration, until the happy day when the Christmas tree is brot into the kindergarten. In a great city like New York, Christmas trees cannot be secured early enough to fully enjoy their presence in the kindergarten; but it has been my good fortune to have a group of children in New England so much interested in my work that year by year they gather and send to the kindergarten a crate of ground and candle pine and two or three small Christmas trees. These small trees belong to the children. Special decorations are made, and the trimming and retrimming of them is a feature of the free play of the children during the days before the large trees appear in the market. On the arrival of the large trees, the smaller ones are sent, decorations and all, to children in the neighborhood who would otherwise have none. The play exercises in connection with these small trees, and the final disposition of them, constitute some of the choicest delights of the Christmas time.

Then follows the excursion to market to buy the Christmas tree, with a triumphal procession of happy children following the market man who bears the coveted prize to the kindergarten room. There are moments of supreme joy to the children; and in their spontaneous chanting of "Christmas tree, Christmas tree, How I

*Talks on Pedagogics, page 10.

love my Christmas tree!" one may hear an expression of joy and good will that are echoes of the angel's song of that first Christmas night in Bethlehem.

Meanwhile, the songs and the stories of Santa Claus, the bells and the Christmas greenery, are having an influence on the minds and hearts of the children, who are intent upon making gifts for those they love. Into this atmosphere of joy with its spirit of giving it is no intrusion to enter with the story of the birth of the Christ-child—God's gift to mankind. There is no need to search for a Christ-child tale. The beauty and grace, the tenderness and the simplicity of the story as it is told in the second chapter of St. Luke, will never be surpassed. Let us be satisfied to tell the Bible story without comment, giving it a re-embodiment in songs such as Luther's Cradle Hymn, or

"Once a little Baby lay
Cradled in the fragrant hay,
Long ago on Christmas."

In these songs the children repeat the wondrous story and feel something of the Christmas message thru their singing.

Pictures of the Nativity and the Madonna and Child should be hung in the kindergarten; and as the children stand before them with questioning eyes, who shall say that they do not respond to an appeal that is as subtle as it is unexplainable?

From this time until the Christmas joy culminates in the trimming of the Christmas tree and the final distribution of its burden of gifts, the two influences—the Christ-child and the Santa Claus—move side by side in perfect accord.

Into the kindergarten there come moments of thoughtful calm to teachers and to children, which are the products of pure joy. I have watched for these moments of receptivity, believing that during them the spiritual significance of Christmas radiates into each heart its personal message, to which another may not listen. Nor can I doubt that the veil which hides the truth embodied in both the Christ-child story and the Santa Claus myth has been lifted for an instant letting a radiance, like that which shone around the Shepherds, illumine each waiting heart with peace and good will.

Christmas and Childhood

ERNEST N. HENDERSON, PH. D., ADELPHI COLLEGE.



T seems appropriate, indeed, almost necessary that the celebration of the birthday of Christ should come to have much of the character of a children's festival. It calls attention to the fact that He whom we worship once appeared in the form of a helpless infant. It, therefore, emphasizes the truth that the religion of Christianity is fundamentally a religion of childhood. That this is the case cannot be doubted. The most essential dogma of Christ is that all men are or may be children of God. There are two aspects of this thought. In the first place, man is before God far more helpless physically and mentally than the child is before the man. Yet, God loves him with an infinite love that can not be compared with the rude instincts of man toward his offspring. Again, a child of God must inherit His fundamental trait,—it must be immortal.

The first of these factors in Christianity makes it a religion *for* childhood. The infinite heart of Christ has provided for helpless and undeserving man salvation and felicity. The inevitable reaction of this conviction upon man is to intensify his regard for his own children. In spite of their instincts the practices of primitive men,—and women, too,—toward their offspring are, as a rule, far from humane. Among the first fruits of Christianity was the abolition of infanticide—a sanctioned custom with the ancients. Our latest years are witnessing the evolution of education,—the care and training of children,—into a recognized place, as the leading function of society. Along the intervening centuries have disappeared the conceptions of infant damnation, of original sin, and the barbarous practices that spring from the notion that whatever is childlike must be suppressed to make the man. The symbol of the schoolmaster has ceased to be the bundle of rods. Not being a symbolic age, we have not adopted another. We might select the lamp of knowledge. Some cynical critics seem to think that we should appropriately choose a box of candy.

Christianity has proved itself a religion for childhood. But it is a religion *of* childhood. Its essential doctrine of immortality makes the child equal to the man and the man little else than the child. What we are is what we promise to become. Not in words but in faith, not in achievements but in ideals do we find the characteristic worth of mankind. It is not merely in such texts as "of such is the kingdom of Heaven," and "except as ye become as a little child," but in the whole plan and purpose of His teaching Jesus convinces us that the essence of religion consists in preserving thruout the experience of age the joyousness, the faith and the hope of childhood. The child is the symbol of immortality. The aged Wandering Jew is but death masquerading in the form of eternal life,—in other words, Hell. Only in perpetual youth can humanity really find perpetual life.

Therefore it is, as has been suggested, that more and more Christmas has come to be a children's festival. In the beginning it was not such at all. Indeed, some think that it was an adaptation of the Roman Saturnalia to Christian uses. If so, the Italians suppressed the license of the pagan festival and solemnized its joy. The old English Christmas was not free from the riotous freedom that characterizes the celebrations of primitive and even modern man,—as though true enjoyment could come only from bursting those bonds of law and custom that make life sober, heavy, slavish. Against the reign of the spirit of folly in Merrie England at Christmastide the Puritan set his face. He well nigh destroyed the festive character of the occasion. But a birthday can not remain devoted to *meditatio mortis*. And so the birthday of the Prophet of immortality was destined to become again the season of universal love and joy.

But the especial interest that revived the festive character of Christmas with us is the love of children for which Christ has done so much during the past two millenniums. We have made it essentially a festival for them and a celebration of their spirit. We have borrowed much of our practice from the Germans. From thence comes the Christmas tree with its gifts, and they have furnished us with the legend of Santa Claus. We have adapted and developed these customs. We have dropped the bundle of switches for naughty ones. Only the joy-producing presents remain. We no longer confine our presents to the children. Christmas is the season of universal gift-giving. Everybody gets some-

thing from nearly everybody. It may be thought that this latest development is tending to destroy the character of the day as a children's festival. But it must be remembered that the gifts to the children are still regarded as most important—in fact, the one indispensable part of every Christmas. Indeed, the elders in giving and receiving presents are merely playing at being children.

Thus, as thru the ages the spirit of Christ has become embodied more and more fully in moral code and legal enactment, in human practices and ideals, this custom of celebrating one day as the birthday of Christ has grown stronger and more significant. There is no holiday so beloved as Christmas. The glory of Easter belongs to the Middle Ages. It celebrates the fulfillment, not beginning, the spiritual bliss of the after-life; not the joy of hope in this. Easter is and must remain a mystery. No traveler has ever returned to tell the secrets of that future of which it is the symbol. Christmas is our acknowledgment of the reality of the ideal of love in a world of humanity and inhumanity. It robs the snow and the cold of bleak December of all their terrors and converts them into the inevitable background of good cheer, as Christ converted misery into the opportunity of charity, whereby alone men may gain happiness. Christmas celebrates the earthly immortality of man thru children, and the eternal joy that comes from the love of childhood.

The Song that All May Hear

BERTHA JOHNSTON.

A calm, starry night and the timid sheep sleep,
For shepherds, tho weary, their faithful watch keep.
An angel's glad song sends them hastening to find
The Child who will shepherd all straying mankind.

A solemn sweet night, and wise travelers three
Are praying for light mid life's sad mystery—
A star comes to guide to a stall where lies curled
In divine mother arms the pure Light of the world.

Oh, father and mother and stranger-guests wise,
The hearing ears thine were, the true-seeing eyes.
But the star guideth still, and the song sings to-day,
As to Childhood divine we our homage still pay.

Froebel's Letter to His God-child Marie Muller

In 1847, Froebel wrote to his little four-year old God-child, Marie Muller, a letter which, for reason of its content and multi-form handwriting, rivals in interest any other letters written by an eminent man to a little child. In 1899 its former recipient, Fraulein Muller, who had treasured it carefully for many years, sent it to Fraulein Heerwart as the person who was the proper guardian of so precious a manuscript. Miss Belle Woodson, of Chicago,

MÊIN. HERZENS. KIND.
 DÊIN LÎEBES BRIËFCHEN HAT MIR
 GROSSE FREÛDE GEMACHT ZUM.BE.
 WÊIS MÊINES DANKES DAFÛR
 SENDE ICH DIR HIR ÊIN PÂAR
 SPIËLCHEN .MIT DEN STÂBCHEN
 KANNST DU DIR SELBST BUCHSTA,
 BEN LEGEN WÎE DU HÎER SÎEHEST.
 FREÛDE WIRD ES DIR MÂCHEN
 WENN DU ÊINMAL LEGEN KANST.
 VATERER SEI WILL.
 KOMMEN ODER WAS DIR
 SONST LÎEB IST. DEINE KEINEN

FIRST PAGE OF FROEBEL'S LETTER.

was so interested when she saw this letter that she at once contributed money with which to have it lithographed. Fraulein Heerwart now publishes it as No. 6 of the Froebel Museum series, happy in bringing it within reach of all kindergartners.

It is with great pleasure that with Miss Woodson's assent we are able to give our readers a partial idea of this unusual kind of letter.

It will be observed, each of the four pages (which for obvious reasons we reprint in part only) is written in a different style of letter, leading from the plain German print to the more intricate script.

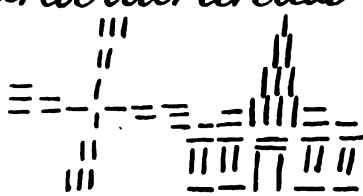
The low price of the complete copy as published by Fraulein Heerwart puts it within reach of every kindergartner. It is a perfect facsimile of the original both in size of type and kind and color of paper. It will make an interesting Christmas remembrance.

We offer our readers the following translation:

MY DEAR CHILD:

Your dear little letter has caused me much joy. As a token of my thanks, I send you here a few little playthings. With the little

*München hier schreiben
auch so. Mit den Stäbchen.
kannst du auch gar schöne
Figuren legen und darand
Zählen lernen:*



während sie Geschäfte zu der lieben
Christiane in den Kindergarten geh-
en läßt, dort kannst du gar viel schö-
ne Spielchen und Liedchen lernen.

PART OF THIRD PAGE OF FROEBEL'S LETTER.

sticks you can form letters yourself, as you see here. It will be a pleasure to you, when you are able to lay: Welcome Father or whatever you like. Your little cousins here also write thus. With the little sticks you can also form very beautiful forms and learn to count thereby.*

Alles in dem langen Briefe, meine Maria! Du hast wie sonst lieb ist dir sehr, ist sehr
dies demselben sehr lieb ist, demselben sehr den
Vater, die Mutter und sehr alle sehr lieb, wenn ich
mir Zeit nehme; vielleicht geschickt ob aber doch in
diesem Roman. Mein sehr sehr sehr, mein lieber
Kind, große Vater und die Mutter sehr, mein
alle die die lieb sind und sehr sehr sehr lieb
Heil sei am 28 März 47. Immer dein sehr sehr sehr sehr

PART OF FOURTH PAGE OF FROEBEL'S LETTER.

*For sale by Thomas Charles Co., Chicago. Price 10 cents.

Try to count how many times I, how many times II, and how many times III you have, and how many little sticks there are in all, each time. Other beautiful forms and objects my little girls in the kindergarten make with them; and when your dear mother goes to Gotha, you must ask her to take you along and, while she attends to her affairs, to allow you to go to dear Christine, at the kindergarten; there you can learn very many beautiful little plays and songs. The children also interlace there beautiful things from little strips of colored paper. I enclose for you, my dear little God-child, a few interlacing papers. Mr. Gebhard, who will hand you this letter, will show you how it is done, and you will easily learn it.

From this long letter, my dear Marie, you can see how dear to my heart you are, and I would have visited you long ago, for your father, your mother, and you all are very dear to me, if I only had the time; perhaps it may nevertheless be possible this summer. Now farewell, my dear child, greet father and mother as well as all those who are dear to you and also keep me dear to your heart.

Your Faithful Godfather,

FRIEDRICH FROEBEL.

Keilhau, March 28, '47.

Save the Christmas Tree

Miss Latter, one of the English kindergartners now visiting our New York City schools, makes her work in a London infant school center in nature interests, and more especially in the out-of-door garden.

In comparing notes with Dr. Merrill about the use of the Christmas tree *after Christmas*, Miss Latter said, "Yes, indeed, we keep it after Christmas and make it tell us more secrets. We even make toys from its wood." This has been the plan followed by many of the New York City public kindergartners during the past ten years, and the Christmas tree has proved such a pleasure after Christmas that we older kindergartners speak a foreword every year to the newcomers to warn them not to throw aside the tree after its gala dress is removed. It may seem for a moment to be an object of pity when its gay branches are stripped, but take our advice and that of our English visitor, and you and the children will laugh and sing again when you discover the secrets still hidden in its branches.

Enlist the janitor's interest in saving it through the holidays, and it may be his saw, hammer and plane that will help later on in getting at the secrets.

The Child in Literature

E. LYELL EARLE, PH. D.



CHRISTMAS comes to us pre-eminently as the child's feast day. The gratitude of the Jewish people at the fact that "a Saviour is born to us today," has become triumphant joy over the victory of this child. One of the glories of this golden age is that most of our best activities are centered in the child as a specific object of care and solicitude.

This evolution is easily traceable in every form of human endeavor, from the the simplest toy to the highest artistic and literary expression. Literature was, perhaps, the last to discover the child, while literature for the child is still largely an unexplored territory. But here as elsewhere the child is slowly coming into his own.

GREEK LITERATURE.

In early Greek literature there is little reference to children except in a general way. In the Iliad there is only one definite picture of childhood (Bk. VI.). Hector is parting with Andromache; the nurse with the child stands by. Astyanax shrinks from his father, frightened by his armor and the plume of his helmet. In the same poem there are three other references to children.

(1) An arrow shot at Menalaus is turned aside "as a mother brushes a fly from her sleeping babe."

(2) Ajax beset by Trojans is compared to an ass beaten by a pack of boys.

(3) Achilles compares a weeping friend to a crying girl, plucking at her mother's gown.

LATER GREEK LITERATURE.

Later on, after the Persian War, in the tragedies of Sophocles, we find a change. The farewell of Œdipus to his daughters (Antigone and Ismene) is in striking contrast with Hector's farewell to Astyanax, already mentioned. To Hector death is inevitable and unquestionable. Nature must take its course. In his son he sees himself replaced. To Œdipus, his cruel fate is a mystery, the curse of which will fall upon his innocent children. The future

is an uncertainty, for he feels the unknown power beyond this life yet dominating it.

In the Greek drama the child is seen but not heard. He appears in processions and in the chorus, but he is *passive*, not active. The individual life of the child is not yet dealt with.

ROMAN LITERATURE.

In Roman literature, in the *Æneid*, we find the boy Ascanius as an important figure. He is, however, only part of a family group of which *Æneas* is the central figure.

In both Roman and Greek literature we have tales of the childhood of the gods, but they are undergrown gods. They are given in childhood attributes of the mature gods. Cupid remains a child, signifying in him the lack of a conception of right, wrong, or reason.

Comparing the Greek and Roman child, we come to the conclusion that tho he may be considered from a more artistic standpoint in the Greek literature, he has, however, more vital force in the literature of Rome, while even here he is only part of the family.

HEBREW LITERATURE. (OLD TESTAMENT.)

In the Old Testament the appearance of children is not very frequent. We have Moses, Ishmael, Samuel, and two or three others. The main ideas set forth here regarding them are:

- (1) The preservation of the family thru the children.
- (2) The subordination of the child to the parent (honor and obedience).
- (3) The superiority of the males (due to the hope for the Messiah).
- (4) The greatest promises are made to the righteous thru their children, "as arrows in the hand of the mighty, so are the children of them that are rejected." Curses are invoked thru the children of the transgressor, "Thy children shall not forget thee."

The sanctity of the child in the Old Hebrew literature is more positive than in either the Greek or Roman.

NEW TESTAMENT.

The attitude towards the child is completely changed when we come to the New Testament, however. The crib of Bethlehem has become a joyous center around which the hopes of the child

grouped. During His life, Christ is surrounded by them. In His teaching the child becomes the most important symbol.

(1) He is used in the miracles.

(2) He placed a child in the midst of the twelve and told them to begin life again as the child.

(3) He held up to the world a promise of the kingdom of heaven to be attained by becoming as "one of the little ones"—by a new birth—baptism. Thru hope, trust, belief in the future (as a child believes) was such a future to come.

Augustine, by his doctrine of original sin, did much, indeed, to keep the child from his rightful place in literature. The lives of the saints, however, still furnish some incidents in their childhood, characterized by miraculous powers, visions and dreams.

One, the legend of St. Chrysostom, will serve as a type. He was stupid in school and suffered from the taunts of his classmates. In his misery, he implored aid of the Virgin before whose statue he had cast himself. And the statue spoke, "Kiss me on the mouth and thou shalt be endowed with learning." When the little saint returned to his classroom, he amazed the others by his knowledge and he bore the sign of the miracle, for around his mouth there was a ring of gold, and he came to be known as "The Golden Mouthed Chrysostom." Another legend tells of St. Aelred.

In German literature, the child has always been considered as part of a home picture. He is considered in his home life—which is so rich in Germany. Apart from his domestic relations we do not find him. In autobiography (*e. g.* Richter and Goethe), great attention is paid to childhood. Goethe tells us at length about his boyhood, but he does it for artistic effect. In "The Sorrows of Werther," we come upon Charlotte in the midst of a crowd of little brothers and sisters, but here again they are a background.

Froebel's philosophy of the child has become such an essential part of our system of education that it seems unnecessary to state it. The principle underlying the kindergarten is the unity of life and the freedom of the development of the individual. In the child is the germ of human relationship which may be developed out of a comprehension of the significance of such. But this is philosophy, not literature.

In France, we find few children in literature before the Revolution. This is especially true of the 18th century, the age of realism, when the child is pitied for his dependency. With Rous-

seau's "Emile" comes the reaction. Here we find the conception of the child as a refuge from the evils of the time. Keep him as he is—do not let him become contaminated by civilization. Bernardin de St. Pierre gives a more artistic expression of the same idea in "Paul and Virginia." The "Emile" marks an epoch, but it is sentimental and unreal. It led to something greater. The same idea was to be taken up and worked out by greater minds.

Lamartine, Michelet and Alfred de Musset show a consciousness of the deeper relationships of childhood. Victor Hugo, who has been called the "Poet of Infancy" is very sincere in his treatment of children. He has written both for and about children.

In comparing the German with the French conception of the child in literature, we might conclude that if the Germans have considered him too seriously and in a rather commonplace manner, the French have gone to the other extreme. There is a beauty and delicacy about the French child, but sentiment predominates.

ENGLISH LITERATURE.—CHAUCER.

In English literature, we find little Hugh of Lincoln described by Chaucer. He is, however, a little saint whose dead lips chant the "Alma Redemptoris." Childhood in Chaucer is not joyous; it appeals rather to our pity.

SPENSER.

In Spenser's "Faerie Queene" (Bk. II), we find one gruesome picture of a child, which is here used only as a symbol.

SHAKESPEARE.

Shakespeare is almost devoid of children, a fact that has met with various explanations. Arthur is the most striking example of childhood. The princes play an important part in Richard III, but thruout, they are made to say most unchildish things. Shakespeare's children are children only in name. Even to the mighty Shakespeare it was not given to see the meaning of true childhood and tell its beauties.

THE PURITAN CONCEPTION.

Milton found no room for children in his poetry, even in his Nativity hymn he refers to the Divine Child as "The Infant God." This is not surprising when we consider the Puritan's conception of childhood.

In Goldsmith and Cowper, we begin to get the first glimpse of

real pictures of childhood, but it is Wordsworth who marks the revolution.

Here we find childhood dealt with in an entirely new way. In the simple ballad, "Alice Fell," he tells the story of a little girl who had stolen a ride behind his post-chaise. Harold's torn cloak is caught in the wheel and ruined. He tells of the misery of the child, her misery measured by her childish mind, and *not* by grown-up standards.

WORDSWORTH'S CHILD.

Thruout the poetry of Wordsworth we find the same three-fold conception of the child.

1. The child is part of nature.
2. It contains in itself the germ of human life: "The child is father of the man."
3. It is an echo of the Divine: "Our birth is but a sleep and a forgetting."

"Trailing clouds of glory do we come,
From God who is our home."

A MODERN CONCEPTION.

Here we get for the first time a conception of the child as a *distinct individual* element in human life. The child is no longer an undeveloped man. Child life is a life of its own and is worthy of being represented in literature as such.

Wordsworth has given us, then, the modern conception of the child. Since his time, the child has played a very prominent part in both poetry and fiction.

Robert Louis Stevenson has shown a great sympathy for children, and a keen insight into their lives. His "Child's Garden of Verse," written for children and about them is enjoyed so much, and perhaps more, by adults.

It would be impossible to leave English literature without mentioning the children of Charles Dickens, who so often plays the leading role in his novels. Dickens is above all an educational critic; more than that, he had a definite conception of the truth. He is always in harmony with Froebel's philosophy. His life work seems to have been to revolutionize the adult attitude towards children.

His children are all types of existing evils on the one hand, or they are types of his ideals. Paul Dombey is sketched to over-

throw the cram system and to show the need of physical training. His little body was sacrificed in order to "learn everything." In "Hard Times," we have the dwarfing of Louisa and Tom Gradgrind by their father's false ideas. In contrast, we have the sweetness and wisdom of Sissy Jupe—who had not been robbed of her childhood. Dr. Strong's school is the type of a modern ideal school, where there is perfect harmony between the individual and the social life of the school. Dickens was indeed a great educational reformer.

In American literature, Whittier gives us pictures of childhood in "The Barefoot Boy," "Schooldays," and "Snowbound"; but here we find a man's reflections about childhood. He does not separate the spirit of childhood from human life at any time.

Longfellow has been called the "children's poet," because of his simplicity rather than that he has written very often about children. He has done so in only eight or ten of his poems, and even here he often seems to get away from them.

Hawthorne has contributed the "Wonder Book" and "Tanglewood Tales" to the literature written for children, and the care which he bestowed on these books showed that he knew their value.

What has been said of Stevenson is also true of Eugene Field. They belong to the same class. He has written a great deal for children and about them, that is enjoyed as much by their elders. The child has come into his literary inheritance last of all. The Christmas festival with its joys and hopes has done most to bring about this result.



The Cedar Tree That Helped

CORA LEES.



LITTLE cedar tree grew on a rocky hillside. Near it grew many other spruce and cedar trees, all tall and straight just as they were meant to be. But this little tree was misshapen and stunted, for a great rock was in its way and hung far over it. Its trunk was quite gnarled and twisted, and it grew so close to the ground that it looked more like a shrub than a tree.

The other trees very unkindly laughed at it and scorned it because it was not like them.

"The birds will never nest in your branches, for you grow so close to the ground that you could never guard them from their enemies," said the other cedar trees. "You could never be a Christmas tree," said the spruces, "for to be a Christmas tree you must be straight and tall as we are."

The poor little cedar tree only sighed and its branches trembled all over because it felt so unhappy. "If only I could be beautiful and useful as they are," it thought, "I would rather be a Christmas tree or have a bird make its home with me than anything else in the whole world. But since I cannot do that I will at least cover my misshapen boughs with green and blue berries; then, perhaps, when the birds come to eat them they will not blame me very much for being as I am."

So year after year the little tree gladly provided a bountiful supply of delicious berries for all the birds. But it was especially generous to the poor storm-beaten wanderers, who had been delayed on their southern journey; tho it was always ready to welcome the merry well-fed flocks as they alighted on its branches for a minute's gossip and lunch on their two-yearly journeys thru the country.

The little tree grew very happy in its busy, helpful life, but still in its inmost heart it wished and hoped that it might somehow realize its greatest wish, that of becoming a Christmas tree, and of having a bird nest in its branches. "Nothing could be so delightful as that," it sighed to itself, "for how happy I would be to see the gladness I gave to others."

Thus the time passed and the little tree was growing old, but it waited as patiently and hopefully as ever. During all this time it had two great joys come to it, and whenever it saw a proud spruce being carried off to serve as a Christmas tree or a pine grosbeak beginning its home in a neighboring cedar tree, it thought about them and was comforted.

The first of these came one day when a little brown rabbit, worn out and gasping for breath, rushed under its low-hanging branches, seeking shelter from a dog; then the despised little cedar did what no other tree on the whole hillside could. It covered the furry bunny with its drooping branches, and when the dog came barking up the hill it scratched his nose with its sharp, pointed branches until he ran off howling and the little rabbit was saved.

The other time was when a woman with her little boy in her arms came climbing up the steep slope by it. The child was tired and cross, and the mother was tired, too. But the friendly little tree held out a branch covered with beautiful berries toward them, and the child was soon playing happily with them while the mother rested.

Soon after this a still greater delight came to the little tree, and a part of its wish was realized. Early one spring the buds were peeking thru their brown coverlids, altho the snow still lingered in the hollows. Two beautiful little cedar waxwings with crested heads and smooth brown feathers came house-hunting and stopped at the little tree. "This will be just the place to build; see how well the branches will droop over our nest and shelter it; and there are so many berries here we need never go hungry," said the mother bird, preening her beautiful wings so the bright red trimmings would show. "Yes, it is the best place I have ever seen for bringing up our babies," said her mate, "I wonder that no bird has built here before."

The poor little tree could hardly believe it really understood until the birds began bringing grass and leaves to build their cozy home. Then it was so happy that it fairly shook with joy, and spent the entire summer watching and guarding first the nest, then the eggs, and best of all, the cunning baby birds. When fall came and the baby birds had grown up and flown away with the father and mother bird, the little tree still protected the tiny home from the storms of winter and dreamed of the time when the nest was full of birdies.

This year the storms were very severe, besides there was such a scant supply of seeds that there was great suffering among the birds that did not go south for the winter. The bluejays, cedar birds, snow buntings, grosbeaks, creepers and chickadees all assembled at the cedar tree, very thankful for its unfailing store of berries, and many were the songs and chirps of thanks given the little tree during the hard time.

Now, the little boy who had once played with the cedar tree's berries lived on the top of the hill, and just before Christmas his mother said to him, "This weather has been very hard on the birds and I think we ought to do something for them, to give them a merry Christmas, too." The little boy laughed and clapped his hands at the idea. "I know what we will do," he cried, "we will give them a party and have a Christmas tree for them. We will have that little cedar tree with all the pretty berries on for them, because all the birds love it so."

So on Christmas day the happy little tree was covered with baskets of crumbs, bits of tallow, bundles of grain and scraps of meat, with a few nuts for the strong-billed woodpeckers and nut-hatches. All the birds gathered about and ate to their hearts' content, while they sang the most beautiful of Christmas carols; and that night the little cedar tree went to sleep the happiest little tree on the whole hillside and, perhaps, even in the whole world.



Art Work in the Kindergarten and Primary Grades

ROBERT DULK.

IV.



LET us deviate slightly from our regular course and join in the season's merrymaking by adding our modest share toward giving the schoolroom a Yuletide atmosphere.

In illustration number one we have a few suggestions for decorating the blackboard with holly borders. The first one, A, can be used singly and as a border or by having six in a row to spell "A Merry," and nine below these to spell the word "Christmas," each letter to be printed within the wreath. Care should be taken, however, to have proper spacing. For instance the R in "Christmas" should be directly below the space between the A and M in "A Merry," the I between and below the letters M and E and so on. This arrangement will leave the letters C H and A S free at each end and thus make a good composition in line and space.

A glance at the right half of illustration A will give the reader an idea how to begin. The left side shows how to finish and point up. A good plan is to indicate by a circle the size you wish to make your wreath. Then proceed as indicated. The holly berries here and in the other illustrations can be easily and quickly put in by using the wide end of the chalk against the board, and giving it a slight turn. Care, however, should be taken to have this end perfectly flat.

Illustration B shows an effective corner arrangement of holly leaves for a frame, which might enclose a few verses of a Christmas carol. Use same methods here as indicated for illustration A. For drawing the candles see directions given in the September number. Illustration C will make an attractive border. It may look like a difficult problem to the uninitiated, but in reality it is very simple. Draw two faint lines for the width of your border. Then

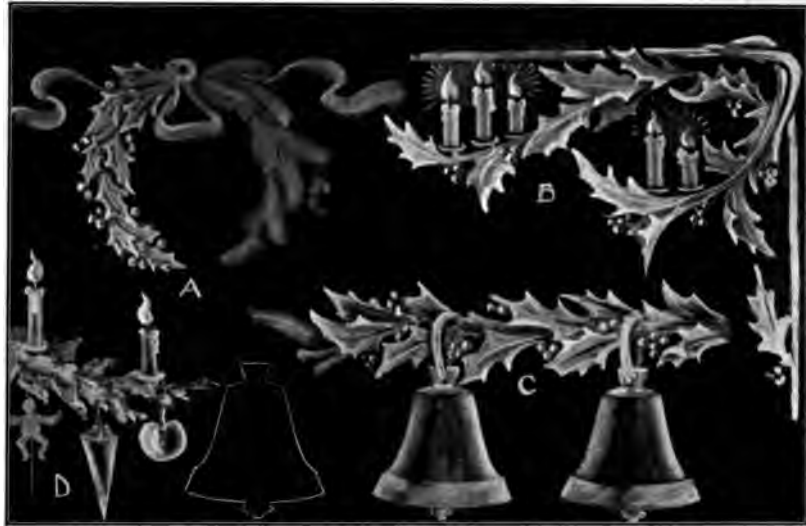


ILLUSTRATION NO. 1.

roughly lay in the leaves as in illustration A; the bells are put in with the aid of a cut-out made by folding a piece of stiff paper and cutting out the shape. Those in the illustration were made of the following dimensions: From tip to the rim $6\frac{1}{4}$ inches, width of flare 6 inches, width across shoulder $2\frac{1}{2}$ inches. When you are ready to put in the bells lay the cut-out against the board and with a sharp pointed chalk scribe around it. Care should be taken about spacing. Those in the illustration were about $2\frac{1}{2}$ inches apart at the rim. Having scribed in all the bells proceed to shade them, using the C shape on the sides and the A stroke at the rim. Both these strokes were explained in the September issue. Now accent the leaves, put in the berries and your drawing is done.

Illustration D shows a fragment of a Christmas tree. Lack of space prevents showing more of this subject. Enough has been given, I hope, to give the reader an idea how to go about drawing the tree.

We now come to illustration number two, which will, no doubt, appeal to the children. In drawing this problem let us put the important lines in first. These are the shelf and where the mantel

meets the floor. Now put in the general proportions and we are ready to represent the bricks. This is best done by cutting a piece of chalk chisel shape and beginning at the top, where the shelf line will help us carry a straight line. Lay the chalk lightly against the board and draw it along to the full length of the brick. Then lift it and put it down again; the space thus created will represent the mortar between the bricks. A little practice and study of the illustration will enable you to acquire that dexterity. Now take a half piece of chalk and draw it across just above the mantel shelf. This represents the wall above the fireplace. For the wall at the side take same piece of chalk and draw it perpendicular; the surface is put in with a smaller piece and a horizontal stroke. Charcoal will now play an important part in our sketch. Rub it in the space for the fire and blend it (with the finger) into the glow of the burning logs. That dark corner to the right is also put in with charcoal. Let us get in the black stockings, too. Having faintly



ILLUSTRATION NO 2.

indicated them, do the same with the white ones, and then fill them with toys, as shown in the illustration. Now give the bricks near the edges a crisper look by adding a few sharp touches and subdue others, or our drawing would be too monotonous. Also touch up the fire irons to give them the glint from the fire.

Let us now take up illustration number three, the calendar design. It will be seen that it is typical of the season. The snow-covered fir trees symbolize the three wise men; the star is that of Bethlehem, while the bells peal forth the joyous tidings of the birth of Christ. Having properly spaced off the dimensions, begin at the top by laying in one-third of the space for the snow-covered ground. Now lightly indicate the trees with a gray tone, then crisply put in with firm pressure the white boughs. This done



ILLUSTRATION NO. 3.

draw in the star and its rays. For the bells at the lower margin use same methods as indicated for those in illustration number one, after which point up your drawing. The calendar should be so drawn as to be distinctly seen from the farthest end of the room.

Happy combinations can be made with the material at hand this month. For instance, colored chalks might be used in connection with the holly, by taking a dark green for the leaves and accenting them with a lighter green or yellow brown for the stems, and for the berries a red; by pointing these up with white, striking effects will result, which will more than repay the teacher who will make the attempt.

Program for December

HILDA BUSICK.

FIRST WEEK.



MORNING TALK: THANKSGIVING-HOLIDAY EXPERIENCES—THE CHILDREN'S CHRISTMAS: What it means to them. Santa Claus, his love for them, his gifts; their love and gifts for parents, for each other, for the poor. The new month; the new calendar. NATURE MATERIAL: Snow, ice, frost on window panes and streets; shorter days.

Stories.—"Jack Frost's Duties" (Kgn. Rev., vol. 8), "Hurry, Santa" (Kgn. Rev., vol. 12), "Santa Claus" (Kgn. Rev., vol. 15).

Songs.—Letter to Santa Claus (Songs of the Child World), Jack Frost (adapted) and Songs of the Child World, Santa Claus (one verse), (Song Echoes from Child Land).

Games.—Indoor games: Hide and Seek, Blind Man's Buff, Drop the Handkerchief, Hide the Thimble, Musical Chairs, The Mystery Man. Out-door games: Sleighing, Skating, Snowballing, Building of Snow Fort, Snow Man.

DRAMATIZE FINGER-PLAY.

Finger-play.—Christmas Eve (Kgn. Rev., vol. 13).

Pictures.—Santa Claus and his Reindeer; Santa Claus in his Workshop, etc.; Jack Frost at Work. The Snowman.

Rhythms.—Reindeer.

Gifts.—Third; fourth; third and fourth together; fifth; part of fifth; fourth and part of fifth; the table and chairs at Thanksgiving dinner; the church; the train; the grandmother's house; the sleigh.

Santa Claus' shop, his sleigh; chimney, mantle; bed; toys. (These blocks will hereafter be called Building Gifts; they are given to the children as they are ready for them.)

Seeds (mass): Thanksgiving turkey; horns; toys; reindeer; stockings.

Occupations.—Drawing, illustrative of M. T.; chimney, mantle, stockings; bed; toys; Santa and his reindeer.

Clay: toys, reindeer, Santa Claus. Folding: rocking chair, doll's cradle; bed; mantle.

Painting: rocking chair, cradle, bed.

Cutting: stockings (paste on mantle), lanterns; toys.

Construction: begin the Christmas gifts—a calendar for the father, a key-rack for the mother, horse reins for each other (boys); necklaces of beads (girls).

There was not time for all the work planned; the mantles and stockings had to be left over for the next week. There is great danger of crowding too much into this month.

SECOND WEEK.

MORNING TALK: THE CHILDREN'S SHARE in the preparations for Christmas at kindergarten and at home; other preparations; in the shops.

NATURE MATERIAL: Christmas tree; holly; mistletoe; ground pine.

Stories.—"The Toyman's Shop" (Kgn. Rev., vol. 15, used as story instead of Finger-play), "The Two Trees" (Kgn. Rev., vol. 15), "Christmas in the Barn" (In the Child World).

Songs.—"The Wonderful Tree" (Songs and Games for Little Ones).

Games.—With the tree, whatever, the children suggest, as dancing around it, hiding balls in it, children hiding in it, birds flying about it, hopping, etc. Shopping.

Snow balls; sliding, skating, etc., cutting down Christmas trees, trains carrying them to city.

Pictures.—Children at Christmas Time; Writing to Santa; Hanging up Stockings; Playing with Toys; Decorating Home and Kindergarten; Carrying Toys to Poor Children; Christmas Trees; Sparrows in Trees. Cutting down and Transporting.

Finger-play.—Little Brown Sparrows.

Rhythms.—Tiptoe (like falling snow).

Gifts.—Building: bird-house; trains; ships (pine used for mast); sleds.

Seeds: icicles; tree; axe; pine cones; nests; birds; wreaths of holly; bells.

Occupations.—Drawing: tree; holly; tree with nest and birds; tree with toys. Sewing: cornucopias. Folding: mantelpiece.

Construction: icicles; white tissue-paper chains, baskets for decorating room and tree; continue Christmas gifts.

One child, whose father keeps a grocer's shop, told us how he drove with his father to the Mott Haven depot, went out to the car yards, saw the Christmas trees in the freight trains with the snow still on them (we imitated with wadding), "helped" his father take from the train the Christmas tree which they brought to kindergarten. The father made this a special trip, going next day for the trees for his shop.

THIRD WEEK.

MORNING TALK: Continue talks about Christmas, special emphasis given to the children's thought for others.

Stories.—"The Night Before Christmas," "Santa Claus and the Mouse."

Songs.—"A Christmas Carol for Little Folks" (Holiday Songs).

Games.—Santa Claus.

Pictures.—Santa Claus and the Mouse; The Night Before Christmas.

Sand.—The Night Before Christmas.

Gifts.—Building: illustrate the stories.

Seeds: illustrate the stories.

Occupations.—Finish all work for Christmas.

Cutting: bells and stars upon which were written the invitations to the parents to our "Christmas Tree."

Art and the Child

BERTHA JOHNSTON.



THE innocence and helplessness, the grace and loveliness of childhood have made their appeal to human hearts since the earliest days, and art has long found the child a source of blessed inspiration.

But when art was crude we may justly expect to find the portrayal of childhood to be more or less crude and naïve, and, indeed, in pagan art, the child as such is seldom found. He was evidently as little seen as heard. This may be because Assyrian and Egyptian art was employed largely to record history, and the deeds of kings and children have little to do directly with the making of history.

We have seen after long search one Assyrian tablet in which a child has place. Ashur Nazir-pal is storming Nimrod, B. C. 668. Active soldiers on the right are scaling the city's wall on ladders, some of their comrades being thrown from the ramparts, making a scene of intense action. On the left, three weeping women are led off captives, the hand of one resting on the shoulder of a boy, whose pathetic expression stirs one's sympathies after an interval of 2500 years.

EGYPT.—Art in Egypt served both history and religion. We seek for the child in Egyptian art in the person of the little Horus, son of Osiris and Isis, with whom he frequently forms a trinity. He is often represented on his mother's knee, suggesting in a measure the early crude Madonnas. The tiny finger placed upon the mouth signified infancy—the little one being too young to have learned to speak. The gesture was wrongly, tho not unnaturally, interpreted by the Greeks and early Egyptologists as symbolizing silence and mystery.

Horus is also placed, as an infant, upon a lotus leaf, to symbolize the rising sun. We learn that Osiris, the once beneficent god, in his capacity of judge of the dead, grew gradually to be more and more feared as a god of wrath. About the second or third century B. C. the people transferred their love to the mother Isis and her little son as representing love and mercy—a kind of religious reaction that has doubtless been many times experienced

by loving, woe-burdened human hearts in their craving for infinite understanding and sympathy.

GREECE.—The little that has come down to us of the Greek art is so beautiful even in fragmentary condition that one sighs for the treasures now lost that glorified Grecian homes and temples.

The small, tho sturdy boy, by Boethus, struggling with a goose as big as himself is a charming and veracious study of child-nature, tho to thoroly appreciate it we must know that the goose held much the same position in the ancient Greek household that the cat does now, being the family pet and children's playmate. After seeing in many galleries innumerable gods and goddesses, saints and Madonnas, nymphs and fauns, is it not an unexpected pleasure to come suddenly upon the very human boy, who tho centuries old might be a boy of the twentieth century, as he sits intent on drawing the thorn from out his foot? How beautiful he is in general pose and in every graceful line! How well the artist knew to express an utter absorption in what he is doing! The unknown artist of long ago, in his representation of the child, bridges the years between his era and ours.

In the famous group symbolic of the Nile, we find the innocent charms and graces of childhood most charmingly conceived. Here the heroic, majestic figure of Father Nile* reclines in dignified repose, holding in his hands his gracious gifts to man, fruits, flowers, cereals. From its invisible source beneath his spreading mantle flows the beneficent water, and clambering over him are sixteen little figures emblematic of the inches the water may rise each year.

In the interests of truth, we must record that as now seen the group is largely restored, the upper part of the children being new; but even with this limitation we can see that the artist of old, who first conceived and executed the statue, knew and loved the babies.

In the words of D-Cady Eaton:

"The other children are disposed along the right arm and leg of the main figure, so that the colossal god is girt with the lovely little figures that play about him like splashing waves, without, however, at all interfering with the majesty of the impression he produces."

An example of ancient art which expresses in a rare way

*Period of Augustus.

true aspiration, and appeal to that which is higher than man, is the "Praying Boy" (bronze), the pride of the Berlin Museum—one of the treasures preserved from the destruction of Herculaneum to be an inspiration to us to-day. Exquisite in truth and feeling, with upraised arms, it uplifts in prayer all who look upon it to-day.

The infant Dionysus borne upon the arm of his elder brother, the famous Hermes of Praxiteles, is seen only in fragmentary form, but even that little, the wee body and the right arm resting upon the brother's shoulder, is at once a joy and an exasperation—so much and yet so little. But enough to make us love the baby even when unrestored.

But loveliest of all these statue-pairs that have come to us



SILENUS WITH THE INFANT DIONYSIUS

from the Greeks is that of Eirene, goddess of Peace, bearing within her arms the little Plutus, symbolic of wealth. It is attributed to Kephisodot, father of Praxiteles, and expresses with rare feeling, reserved strength, dignity, grace and womanly sweetness and tenderness, and tho the child is again but fragmentary, enough has been spared from the ravages of the centuries to enable us to feel the artist's love for the child and to know what he meant to say.

Apropos of this sympathetic interpretation of mother and child it is interesting to note that in the fourth century B. C., just about the time that peace reigned after the victory over Sparta (375 B. C.), the joys and the sorrows of mothers were the special themes of artists.

Fragmentary, also, is the infant Bacchus in the arms of Silenus, but restored in lovely and lovable fashion. With what infinite tenderness the child is held! How natural, how true to babyhood the movement in every limb, and with what joy and affection the protector of innocence looks into the face of his little charge! The sincerity, the playful tenderness and warmth of feeling so perfectly, so restrainedly expressed, arouse much the



ST. ANTHONY OF PADUA, MURILLO, BERLIN

same feeling as does the St. Anthony of Murillo—tho there is something of a reverential awe in the St. Anthony which we miss in Silenus, typical perhaps of the new spiritual element and appreciation of childhood brot by Christianity into a pagan world. For nowhere in the art of the pre-Christian world do we recognize any deep religious feeling as we conceive it to-day. We certainly do not see any appreciation of the latent divinity inherent in the child. It has, indeed, taken us many centuries to grow from an active, living belief in the divinity of one child to a knowledge of the divine possibilities in all children. Altho we believe that—

Not from a vain or shallow thought
His awful Jove young Phidias wrought.

Hebrew art was necessarily limited by the second commandment, and hence all that we know of Hebrew children is derived from written and not pictured records.

CHRISTIAN ART.—The child figures little in early Christian art, for art revived with the advance of Christianity, and, during the first few centuries, it was the ascension rather than the birth of the Messiah which held the attention of the people.

But from Grotto's time down to the present day the child has been the radiant center 'round which all great artists have gathered with consecrated brushes. The works of the masters are so familiar to our readers that it is unnecessary to speak in detail here of any; suffice it to say that no artist of the mediæval period but what has made one if not more attempts at depicting a nativity scene—the Mother and the Child—glorified together. And however different in general conception or in studied detail the different schools of different countries may be, they alike attempt to convey a sense of spirituality, purity, sentiment, tenderness and reverence in the mother and of innocence and gracious love and divine wisdom in the infant; and however crude or faulty the final result, neither bad drawing, nor faded colors, nor queer perspective, can confine the *idea* that shines thru it all. We present one picture which illustrates our meaning. Neither children nor angels are beautiful or graceful, but our hearts grow more loving toward all children as we learn to know the heart of the picture.*

*See the frontispiece.

And this sentiment and attitude engendered by the inspiration of the Christ-child affected as well the painting of children supposedly quite human. For the artists did not limit themselves to the interpretation of the God-child alone. We find many decidedly human children upon their canvases—even the cherubs and angels partaking often very largely of the more earthly nature, but usually charming in the very naïveté with which they are



Courtesy of Century Co. From Bible for Young People

THE INFANT SAMUEL AT PRAYER, BY SIR JOSHUA REYNOLDS

IN THE NATIONAL GALLERY, LONDON

conceived. The little St. John seemed to be a charming and natural link between the Christ-child and other mortals.

It is a mysterious and a beautiful fact that all thru the ages of conflict and savage warfare, and cruel superstition and persecution, at least once a year the heart of man grew tender and loving and reverent at the feet of a child. It is impossible to say how much the annual recurrence of the Christmas festival and the innumerable paintings of the Child had to do with keeping alive and strengthening his gentler, higher nature.

But pictures of the Child, suggested by Scripture, were not limited to the Christ-child, and the Old Testament furnished many subjects for the artists. Isaac and Joseph and David are seen upon both old and modern canvases, and Tobias with his fish is often in the galleries of the Old World, and the histories of the Saints gave many other subjects.

The Century Co. publishes a book, the Bible for Young People, illustrated from pictures of the masters. They permit us to use the accompanying lovely picture of Reynolds, the little Samuel at Prayer.

THE CHILD IN THE HOME.—In some mediæval artists we find a quaint, naïve fancy, showing the angels not only attending the Child enthroned, but assisting the Holy Family in the carpenter shop. In Durer's *Repose in Egypt*, the little winged darlings are busy picking up the shavings, and other artists have shown similar scenes, the angels sometimes sweeping the place with brooms or serving in other familiar household ways and glorifying all humdrum tasks. We made a sketch once, from a Caracci, in which the little Jesus is helping his Mother wring out the newly washed clothing while Joseph hangs the garments on the line.

THE CHILD AT SCHOOL.—The Child Jesus had his first lessons at his mother's knee, and many artists have depicted this natural and beautiful and ideal relationship between mother and child. But the child cannot always be safeguarded by the mother's immediate presence. He must soon enter the new world of school—and artists have not failed to portray the child in this interesting environment.

In the *Orbis Pictus* and the New England Primer are quaint, crude pictures of schoolroom scenes which give us a glimpse into child-life in the seventeenth century. Darley, in his illus-



Good Boys at their Books.

HE who ne'er learns his A,B,C,
Forever will a Blockhead be;
But he who to his Book's inclin'd,
Will soon a golden Treasure find.



Children, like tender Trees do take the Bow,
And as they first are fashon'd always grow,
For what we learn in Youth, to that alone,
In Age we are by second Nature prone.

Courtesy Ginn & Co.

ILLUSTRATION FROM 20TH CENTURY RE-
PRINT OF NEW ENGLAND PRIMER

trations of the Legend of Sleepy Hollow, presents to us the child in the rural schools of New York, while Wilkie has painted school children of Scotland—and the child-nature in the one strongly resembles that in the other. The Prang Educational Co. enable us to give our readers a rare and interesting view of Arab boys conning their memory lessons, as well as a picture of contrasting character, the charming Dame's School in Brittany, with its demure little maidens in their stiff white caps. In each picture the child-lover finds that which interests and delights both eye and heart.

Reynolds and Gainsborough in England and Greuze in France have all been rarely successful in fixing on canvas the usually evanescent grace and subtle charm of childhood with great delicacy and true sentiment. The maiden with broken pitcher, and the portrait of the little Dauphin, Louis XVII, are examples of Greuze's charmed brush. Of modern artists, Dorothy Tennant Stanley introduced us to the latent charms to be found in London street

children. Marie Bashkirtseff has given us pictures of French children, which have much the same charm as Murillo's street urchins. Bouvet de Monvel in France has revealed certain other beauties of childhood as seen in French boys and girls, and J. G. Brown in America has made us acquainted with the poetry and artistic possibilities, that reside for the seeing eye, in a New York newsboy or bootblack.

Nor has the portrait painter neglected the child in his search for what was worthy of pencil and brush. Van Dyck's portraits of their little Dignities, the children of Charles I., are world-known and loved, with their fine mingling of stately dignity and child-like grace. Equally happy in his portrayal of the children of another race was Velasquez, whose Infanta Margarita is so bewitching as she stands demurely before us in the queer, cylindrical gown of the prevailing Spanish fashion.

Of a different order, but even more lovely, is the Dauphin, Louis XVII., with large, beautiful eyes, loose, flowing hair, painted by Greuze; the broad, open collar here and general sense of free-



Courtesy Prang Educational Co.

ARAB SCHOOL, ALGIERS

dom, presenting a strong contrast to the stiff, rich brocades of a century earlier. As was recently suggested, Greuze's lovely children in the general freedom, simplicity and innocent charm with which he invests his subjects, bear a strong resemblance to Reynolds's lovable children. And we are grateful to Mme. Le Brun for her portrait of her bright-faced little daughter.

A Japanese artist has enriched the world of beauty with a family group which must win all hearts. The little child eagerly reaches out in joyous confidence to meet the home-returning peasant father. The Japanese Man With the Hoe, it is called by Mr. Carus of the *Open Court*, who kindly gives us permission to use this picture. The trio—father, mother and child—form an ideal group typical of all that the family life should mean to individual and to society.

In our own day the child is receiving as much attention



THE JAPANESE MAN WITH THE HOE.

as is good for him if he were conscious of it, which he may be individually, but not, happily, as a whole. Every annual exhibition shows lovely children painted by earnest artists. George De Forest Brush has given the modern world beautiful interpretations of the child; and Simmons, in his *Child in the Carpenter Shop*, exhibited at the Chicago Exposition, has made the world his debtor. In the monthly magazines pictures of the children must accompany the stories centering around the youthful heroes and a host of skilled artists have sprung up who draw for us children in all their witchery.

ART FOR THE CHILD.

Such are some of the inspirations and gladnesses of life for which art may thank the little child. What in turn has art done for him?

It is doubtful whether, in painting all of the many pictures in which the child is the center, the artist has at all had in mind a child spectator. The stained-glass windows and the glorious altarpieces of old did, indeed, tell their story to the child—the story of saintly suffering and knightly deeds, and of winsome babes on the mother's knee, but they were executed primarily with adult critics in mind—to bring joy and inspiration to those of adult years, who in turn interpreted to the child.

But a day, great in the annals of childhood, brought to the little scholars of the seventeenth century (1657), the first picture book, the first pictured text-book—the *ORBIS SENSALIUM PICTUS*, of John Amos Comenius, lover of little children.

The quaint title page reads in part: "Joh. Amos Comenius's Visible World, or a Nomenclature and Pictures of all the Chief Things that are in the World and of Men's Employment Therein." The great teacher's great original pedagogic idea was to assist memory and comprehension by presenting the name of an object in conjunction with a picture which should appeal to the eye. Perhaps we can best realize what this meant for the student of that day when we think of trying to learn a foreign language to-day with and without such pictured aids. Comenius's plan was a comprehensive one, including as it did pictures of all known objects and parts of objects, and it took three years to make the copper plates. But when once on the market there was no doubt as to its success. The children loved it at once and soon wore out



Courtesy C. W. Bardeen, Syracuse, N. Y.

AGRICULTURE, FROM ORBIS PICTUS

edition after edition, so there are extant few good copies from which reprints can be made.

Thru the courtesy of C. W. Bardeen, the publisher, Syracuse, N. Y., we are permitted to use here a few examples of the quaint, crude pictures with which the loving educator wished to make somewhat easier for the little feet the rough pathway up the hill of Learning. As expressed in his introduction translated into quaint English and published by Charles Hoole in 1728:

"Something remaineth to be said touching the more chearful use of this book.

"1. Let it be given to children into their hands to delight themselves withal as they please with the sight of the pictures, and



Courtesy C. W. Bardeen, Syracuse, N. Y.

BOYS' SPORTS, FROM ORBIS PICTUS

making them as familiar to themselves as may be, and that even at home before they be put to school.

* * * * *

"To entice witty children to it, that they may not conceit a torment to be in the school, but dainty fare. For it is apparent that children (even from their infancy almost) are delighted with Pictures, and willingly please their eyes with these lights: And it will be very well worth the pains to have once brought it to pass, that scarecrows may be taken away out of Wisdom's Gardens."

Practical pedagogs and enterprising printers would not be slow to perceive the value of a few illustrations in books for children, and in the little blue New England primer of 1785, we find crude woodcuts similar to those of Comenius's in both idea and execution. There is an effort to adapt Puritan principles to the child's mental and spiritual needs, so far as child psychology was understood in that stern day. To be sure, the same design is found in different



In Adam's Fall
We finned all.

Thy Life to mend,
This Book attend.

The Cat dorth play,
And after slay.

A Dog will bite
A Thief at Night.

An Eagle' flight
Is out of fight.

The idle Fool
Is whipt at School.

The NIGHTINGALE



*The Nightingale dora sweetly sing,
To welcome in the cheerful Spring.*

The CUCKOO



*The Cuckoo tells a merry Tale,
Upon the Hill, and in the Vale.*

Courtesy Ginn & Co.

TWO PAGES FROM THE 20TH CENTURY REPRINT OF THE NEW
ENGLAND PRIMER

sizes on two different pages, the workmanship is coarse, and might be considered impressionistic in some instances, as it lends itself readily to several interpretations. But the little pictures have a certain vigor, and as no comparison with better work was possible, we may be sure they brought much of interest and pleasure to the little folks. Thru the kindness of Ginn & Co., Boston, we are enabled to show a few pages from their twentieth century reprint of the little Puritan classic. The imperfections shown in the pages are those of the original book from which the photographic reprint has been made.

In 1819, "The Only True Mother Goose Melodies" were published in Boston by Munroe & Francis, and here again we find the art of wood-engraving bending to the service of the child. The pictures are larger and better drawn, and there is good action, much genuine character and some imagination expressed in some instances by artists and engravers, who had better skill and better tools than their predecessors. Abel Bowen is considered by E. E. Hale to have been responsible for many of the unsigned pictures, as he was for that original conception of the man in the moon,



Courtesy Lothrop, Lee & Shepard Co.

FROM THE ONLY TRUE MOTHER GOOSE

hanging by one arm from his usual abiding place, preparatory to dropping off to inquire the way to "Norridge."

To Lothrop, Lee & Shepard, Boston, we are indebted for use of this picture.

The gable roof sheltering "the robin, poor thing," and the old woman tossed up in the blanket, each have poetic merit and are a decided advance on the illustrations of the first two books named.

The Mother Play book of Froebel is evidently a direct descendant of the *Orbis Pictus*, but Froebel's great book is to the *Orbis Pictus* what the Messiah was to John the Baptist. The one has a spiritual message lacking in the other.

The *Little Corporal*, *St. Nicholas*, *Wide-Awake* and other magazines for children developed a host of illustrators, who worked with the child in mind, and in Germany Oscar Pletsch and in France de Monvel are representative of many artists who have painted the children and painted for them—illustrating fairy tales and interpreting history and the events that interest the little ones. Kate Greenaway created her own peculiar and beloved type of child and of child's dress and the pen of Palmer Cox gave the children the companionship of the jolly Brownies.

In the Noah's ark panels and the Fitzroy pictures, we recognize effective efforts to bring to the child pictures in which simplicity of composition, strength and truth of drawing, harmony and purity of color, will lay a foundation of taste in art upon which to build an appreciation of the best, when the time comes to present the works of the masters.

Craftsmen are meanwhile employing thot and skill in designing decorations and furniture for children's bedrooms, playrooms and nurseries.

And now the new step in art with relation to the child is exemplified in those magazines which offer inducements of different kinds to awaken the child's love of nature and an effort to interpret her with pen or brush or to catch her in her lovely moods with the camera. Even this thot of self-activity is found in the germ in Comenius's great plan where he says:

"IV. Let them be suffered also to imitate the pictures by hand, if they will—nay, rather let them be encouraged, that they may be willing." . . .

The public schools, too, are helping the children to see the beauty in nature under her varying aspects.

In art as in literature we must ever be on our guard, lest in the attempt to bring art down to the child's level, we deprive the child of his power to raise himself to the beauty and strength of the heights. We make a mistake, also, in bringing the masterpieces too soon to the child, and confuse him by bringing too many. Only intelligence, guided by love, can help us to know just what he needs at a given time. But we may feel pretty certain that the art offered by the Sunday supplement, neither in color, drawing nor style of humor, is humanizing or uplifting.

The child has given us so much of joy and inspiration, we can repay him only by preserving in him the capacity to enjoy the innocently funny, and to recognize the beautiful wherever seen, whether in a sunset sky, the laborer in the hayfield, or the peasant mother with her child. As we have learned thru the ages to see the divine in the child, we are under obligation to help him to recognize the beautiful, the divine in nature and in man. Thus will art serve its highest office as the great unifier.



Courtesy Prang Educational Co.

PRIMARY SCHOOL IN BRITTANY
(See page 269)

Recreative Games and Plays for the Schoolroom

Christmas Games

MARI RUEF HOFER, TEACHERS COLLEGE.



HE subject of Christmas offers a confused mass of material for school programs, a great deal of which as now interpreted must fall under the ban of religious teaching and barred from use. For the sake of freshness of feeling in the handling of old ideas, for the sake of avoiding a confusion of irrelevant subject matter, let us look into the meaning of Christmas.

The ideas relating to this festival can be roughly grouped under Pagan and Christian times. In fact, so completely in this case has what is known as the paganism of the past been absorbed into the Christian present that to throw out these customs would rob us of the most delightful and inspiring incidents of our present celebration.

Like the Harvest Festival, Christmas was one of the original Sun festivals (old Sol); the mid-winter solstice was the time of rejoicing for lengthening days and the return of light and warmth to earth. For stories of the solstice we must turn back to the sun-worship of the older civilizations; old Egypt and her tales of Isis and Osiris, his loss and return, or Persia, the country of Light and Fire worship. Again, in Roman Saturnalia, we have the festival of the "Birth of the Sun," when for seven days reigned peace and master and man changed places, prognosticating the future "peace on earth, good will to men." In those same days of old the Druids of ancient Britain celebrated the turning of the great sun-wheel back to earth by mysterious rites in the sacred groves. Clad in flowing white robes and crowned with ivy, the mistletoe was cut with the golden sickle, sacrifice was made and the feast enjoyed 'round the sacred fire of the blazing Yule log. From the Viking land of the Far North we draw our best Sun stories, the myths of "Balder the Beautiful," "Siegfried and Brunhilde," "The Sleeping Beauty." Again, these stories are poetically reflected from the sunny Greekland in the imperishable myths of Apollo and Ceres

and Persephone. The Jewish Feast of Lights is undoubtedly of same origin and has contributed largely to the general ideas of our later festival.

The Christmas customs of the present are thoroly permeated with and symbolic of the past. They bear the stamp of history and folk-lore as much as of religious interpretation. In many of our best old hymns we still read of the "*Sun* of Righteousness"—later spelled *son*. Light must forever remain a favorite spiritual symbol. The Tree of Life has not yet lost its primal significance.

The evergreen tree typifies life and prosperity, the yew and holly still deck our halls, and the mistletoe has not lost its mystic charm. The Christmas tree and candles symbolize life and light come into the world now as then.

CHRISTMAS IN OTHER LANDS.

For social as well as school uses the Christmas customs of other countries illustrate most happily nationality, geography, history.

England, most rich in customs, gives us first of all Old Father Christmas, ancient and hoary, clad in frost and snow, carrying the evergreen tree—not a cotton-wool Santa Claus, but symbol of life and time. For other customs read Chambers's "*Book of Days*."

Germany gives us the Christmas tree with candles, trimmed with precious gifts of gold and silver of the kings; also the beautiful story of the Christ-child came from the Germans.

Holland claims good Saint Nicholas, the giver of gifts. He drives a white horse, whom the children feed by filling their wooden shoes with oats and barley. For this he exchanges gifts.

Norway and Sweden impersonate the Nativity and set out the Christmas sheaf for the winter birds. They also have Christmas masquerading, when servants dress as lords and kings.

Russia celebrates "peace on earth" by social festivities and entertainment of the whole village and giving of gifts.

France celebrates Noel, represents the scenes of Bethlehem and gives Shepherd plays.

Italy and Spain celebrate the Christ-child and Nativity events. The wise men who travel to Bethlehem leave gifts in the shoes of good children by night.

America hangs up its stockings and has invented a Santa Claus, who is an offshoot of good Saint Nicholas, the giver of gifts. All

these customs studied and represented in costume of different countries may widen the American aspect of Christmas and remove the somewhat growing tendency to present *presents*, what we receive and give.

MATERIAL FOR PROGRAM.

Marches and Processional.

Old hymns or carols. Christmas tree march with boughs.

Carol Games and Dances.

I saw three ships—Novello. Hail, Old Father Christmas—Children's Messiah. Deck the Hall—see this issue. The Christmas Wreath—Singing Games.

Carol Dramatizations.

Old King Meneelas—Novello. Three Kings of Orient—Old hymn. Boar's Head carol—Novello. Wassailing the Apple tree—see this issue.

Christmas Games.

Snapdragon, Turn the trencher, Hot Cockles, Cushion game. Cassell's "Plays and Games."

MATERIAL FOR DRAMATIZATION.

Druid Customs.—The Cutting of the Mistletoe, The Story of Balder, Tales of a Wayside Inn, Longfellow, Norse Tales.

Anglo-Saxon Customs.—Yuletide Log, Candles, The Wheel of the Year, Werner Pub. Co.

Roman Customs.—Saturnalia, Lord of Misrule, Twelve Days of Christmas, Walsh, Chambers, Twelfth Night, Shakespeare.

Old English.—Mummeries, St. George and the Dragon, Christmas Pantomimes, Christmas Masque, Ben Jonson, Wassail Songs, Boar's Head and Apple Tree.

Jewish Traditions.—Feast of Lights, Stories of Shepherds and Kings, Magic Star, Bible and Jewish Traditions.

Christian Traditions.—Nativity, Mother and Child, Mysteries.

REFERENCES.

Songs, Stories and Pictures.

Christmas in Many Lands—W. M. Welch Co., Chicago, Ill.

Christmas Book—stories and poems, Werner & Co., 43 E. 19th St., New York City.

Children's Messiah—songs and old carols, Clayton F. Summy, 120 Wabash Ave., Chicago, Ill.
Old Carols—series, Novello & Ewer, New York City.
Christ-Child Tales—A. Flanagan, Chicago, Ill.
Christmas Pictures and Slides—Farrar & Co., Chicago, Ill.

General References.—Chambers's "Book of Days," Walsh's "Curiosities of Popular Customs," Cassell's "Plays and Games," Strutt's "Sports and Pastimes of the English People." These latter books can be found in any good library and are helpful in studying traditions.

SUGGESTION FOR SCHOOL FESTIVAL.

Christmas March or Processional.—Children enter room carrying branches of evergreen, marching to time, "Father Christmas."* The procession may be headed by Father Christmas in long, white cloak and beard, bearing small decorated tree. When this is placed in center of room or on desk, children may sing and dance the old carol, "Hail, Old Father Christmas,"† about the tree, and then take seats, when a program of songs, recitations or the quaint old mumming play offered on another page may be given.

CHRISTMAS SERIES.

Suggestive Material for plays and exercises may be easily drawn from the many details of the occupations and preparations for Christmas and its merrymakings. Such subjects as Christmas shopping and marketing, getting the tree, trimming, etc., imitating various toys, doll play, Santa Claus stories, Christmas bells, may be easily reproduced by the children in the schoolroom.

Movements Involved.—Large all-over movements, trunk, hips, shoulders, smaller elbow, wrist and finger movements, general movements, stretching, bending, pulling, etc., as in previous lessons. Watch movements carefully both for good action and that the same may tell good stories.

LESSON I. CHRISTMAS SHOPPING.

A.—Visit to the Shops. "As we are in a great hurry this morning let us go to town in our automobiles. Better put on your goggles as it is a windy day." (Teacher.)

1. Stand, step, leap on desks—tuck in.
2. Drivers turn on valves—lean forward.
3. Choo-choo-choo, as machine starts.
4. Driving steadily, then slow down.

*Novello.

†"Children's Messiah." Price, 20 cents.

5. Arrival—descent from autos 1, 2.
6. Looking in shop windows (walking slowly thru aisles).
7. Buying and selling, pricing and wrapping. Let children end with a bit of free play and frolic pretending to buy.
8. Breezy return drive. Seats.

LESSON II. THE CHRISTMAS TREE.

Before taking up this subject briefly review "trees" with the class—kinds, how they stand and hold their branches: poplar, elm, willow, pine. Speak of the Norway pine from which ships' masts are made. Review the evergreen family and let them observe their growth and structure, and show this in action.

A.—Trees in the Forest.—"I should like a story told of that pine forest we read about. Let us see whether we can change ourselves into trees at once." Signal.

1. Standing tall, like stately pines; feet slightly apart.
2. Let us make a ship's mast—arms stretched overhead to tall point.
3. Show pine needles and cones with fingers.
4. Show branches of Christmas tree. Arms stretched out and down fingers slightly tipped up at end.
5. Place branches at different heights and finally make tip. Stretch sidewise.

B.—Getting the Tree. "How many of you would like a good walk up the mountain side to get some of those Christmas trees we talked about this morning?"

1. Get ready—putting on wraps.
2. Trudging up mountain side—hard work.
3. Walking in the snow—softly leg raising.
4. Breathing hard to rest ourselves.
5. Chopping down trees—good arm swinging from right to left.
6. Clipping of branches—bend low.
7. Dragging home. (Walk thru aisles and around room, arms tossed back over shoulders and pulling forward with shoulders.)
8. Set up tree—when arrived at seat rest body by strong upward and outward arm stretch.

C.—Trimming the Tree.

1. Hang popcorn in festoons—arms moving outward,

throw over ends. Let children's finger tips touch across aisles.

2. Hang on next higher branches. Repeat four times.
3. Place star on the tip—arms upward stretch, spreading hands.
4. Place candles—arms outstretched, forefinger held up for candle. (Begin on lower branches.)
5. Light candles—snap fingers for lighting.
6. Flicker candles, by twinkling finger tips.

Both the festooning and lighting make a very pretty picture when done by the whole class spaced evenly in the aisles and working gradually upward on higher planes. The whole is excellent stretching exercise.

LESSON III. A TRIP TO SANTA CLAUS LAND.

A.—*Santa's Reindeer.*

1. Stamping lightly, impatiently.
2. Pawing daintily in the snow.
3. Tossing antlers and shaking head.
4. Trotting movement—at seats hands on hips, lightly.
5. Running with head high.
6. Leaping, bounding, galloping.

Reminders that we are galloping in soft snow will help keep the movements noiseless and light and graceful. These active and spirited exercises should lead to finer physical adjustment for the child.

B.—*Playing Santa Claus.*

1. Jump into sled. 1—2—vault into sled.
2. Tuck in robes and *click up* reindeer. Call by name.
3. Hold reins tightly—my, how they go!
4. Arrival, strap bag on back.
5. Slide down the chimney (from seat to floor).
6. Fill stockings—flit softly from seat to seat.
7. Climb up chimney, drive away. Seats.



HERE'S TO THEE, OLD APPLE TREE.

OLD SUSSEX AIR.

Allegro. mf

Here's to thee, old ap - ple-tree, Here's to thee, old ap - ple-tree!

Well may'st thou bud, and well may'st thou blow, And well may'st thou bear of ap - ples o - new.

Hats full! caps full! Good bush - el-sacks full, My pock - ets too, Har - rah! Waa - hail!

OLD WELSH CAROL.

1. Deck the hall with boughs of hol - ly, } Fa la la la la la
2. Fast a-way the old year pass - es, }

la la la, {'Tis the sea-son to be jol - ly, } Fa la la la la la
Hail the new, ye lads and lass-es! }

OLD WELSH CAROL. — Concluded.

la la la. { Don we now our gay ap-par - el, Troll the an-cient
Sing we joy-ous all to-geth-er, Heed-less of the

Christ-mas car - ol, } Fa la la la la la la la.
wind and weath-er, }

NOW ROCK THE CRADLE LOWLY.

* (Lasst uns das Kinlein Wiegen.)

KALN, A. D. 1619.

1. { Now rock the cra - die low - - ly } And sing our
That folds the babe so ho - - ly,
2. { Now while the babe so sweet - ly sleeps } For all the
The moth - er pure her vig - il keeps }

sweet - est lul - la - bies To soothe the in - fant's ten - der
chil - dren of the earth Shall sing with joy for this child's

cries, Sweet lit - tle Je - su, Sweet lit - tle Je - su.
birth, Sweet lit - tle Je - su, Sweet lit - tle Je - su.

* This song was taken from one of the early shepherd plays of Germany of the middle ages.

Santa Claus Questioned*

ZINNA LUTEN.



Is there a Santa Claus? When the child asks that question does he not mean a literal Santa Claus?

Is he not seeking for truth?

Does not the child lead us step by step unwittingly into a labyrinth of falsehood in his own search after truth?

Is there any way of getting the child to believe in Santa Claus without lying to him? When he learns the truth, does he not lose some of his faith in us?

Is he disappointed in finding that there is no Santa Claus, or in finding that he has been duped so long? Ask him.

What is the motive in leading the child to believe in Santa?

Do not the parents get more pleasure out of it than the child?

Does it develop imagination? How can it when the child sees a real Santa Claus in every department store? Does not the story of the Christ-child, born in a manger, heralded by angels and welcomed by shepherds and wise men, require and develop more imagination?

Which is more worthy of development, imagination or love of truth?

Who is Santa Claus?

Is he not a heathen god? Is he not worshipped by children?

Have you ever asked your children at Christmas time, whom they love best? Is he worthy of their worship?

Is he a worthy symbol of the universal Giver?

Is there justice in his giving?

Is he not partial with his gifts, favoring the rich and ignoring the poor?

Are his gifts worthy of being compared with the gifts of God?

Are they not often of a trashy nature?

*We are much interested in publishing a questionnaire which voices the misgivings of many people upon this subject. Some of the points raised are discussed upon another page.—[EDITOR.]

Is a giver who is indiscreetly generous once a year a fit symbol of God?

Is there sacrifice in his giving?

Would you like to have your children form their idea of God from their opinion of Santa Claus?

Is not the child's father a more fitting symbol?

Why not teach that the child's father plans sacrifice and gives?

What qualities does the belief in Santa Claus bring out in the child?

Does it not breed selfishness?

Do we not work on the supposition that in getting, not giving, lies true happiness, when we cling to Santa Claus with the excuse that he makes the children happy?

Does the child even have the chance to show his gratitude to the one who gives?

When once introduced into the kindergarten conversation is it possible to tell the story of God's gift and that first glad Christmas without constant interruptions about Santa Claus and his gifts?

Is he, therefore, not a usurper? Is he not occupying the place of the One for whom Christmas is named?

Is not the Christ-child worthy of our whole attention on his own anniversary?

When the child finds that one of his childish beliefs is false, will he not be led to doubt the truth of the other also?

Should not the truth be held especially dear when we celebrate the birthday of Him who was the Truth?

If any sadness can enter Heaven must it needs not be on the anniversary of the day when all Heaven rejoiced at the Incarnation, that now that day is spent by children in a Christian land in the adoration of the heathen god? Is the length of time he has been worshipped a sufficient excuse for continuing his worship? Is not this the same excuse the heathen gives for clinging to his idols?

How can he be abolished? Could not the kindergartners of this land in one Christmas season lay him low?

The editors will be pleased to receive the opinions of correspondents upon this timely subject.

From the Editor's Desk

"Clasping Hands with Distant Ages" is the significant title of a Christmas song*, especially appropriate for use in the public schools, whose true spirit embodies the Christmas ideal. Beneath the roof of the American school rich and poor, of whatever creed or race, are equally welcome. The true teacher is eager, as expressed so beautifully by Dr. Gannett, to do what he can to "flower a little soul," irrespective of its origin—thinking of its possibilities. We must retain at all costs this spirit of Christian democracy, lest trying to save our civil life we lose it.

"And each for the joy of the working!" Let us preserve this spirit throughout the Christmas season, and in the kindergarten and the other school departments keep so true to the *simple life* that fret and hurry, fatigue and nervousness are completely vanished and only joy and jollity prevail.

On another page will be found the questions of one troubled mother concerning the Santa Claus myth. She is not alone in her perplexity. Every year the question is asked in one form or another by those who appreciate the danger of tampering with the child's confidence. Miss Mills, as it happens, had been thinking over some of those same points, altho she does not find them a source of anxiety, as will be seen from her paper found elsewhere.

We doubt if a combination of all the kindergartens could dispose of the Santa Claus myth, and we would be loth ourselves to have the good Saint forever banished.

It is the letter that killeth and the spirit that giveth life. The story of the Christ-child could be made so materialistic that all its beauty or inspiration would be destroyed—and the story of Santa Claus can be invested with a spirit which redeems it from all grossness and helps the little child to grow from anthropomorphism into a conception of a universal Father of love and beneficence.

The editors are happy in being able to announce to their subscribers that Dr. Jenny B. Merrill, Supervisor of Kindergartens in Manhattan and the Bronx, has consented to join the editorial staff of the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST.

*To be found in "Christmas in Olden Times and in Many Lands," by Evelyn H. Walker—A Christmas Masque.

Laliah B. Pingree. In Memoriam

RESOLUTIONS.

The Eastern Kindergarten Association has sustained a great loss in the death, Oct. 2, 1906, of Laliah B. Pingree. Miss Pingree was a former president of this association, and a long time friend and leader in the kindergarten movement. During her years of active usefulness, Miss Pingree has been identified with most of the philanthropic enterprises in our community.

As one of the original members and promoters of the International Kindergarten Union, an organization now of wide-spread significance; as one of the small group first interested in establishing the Elizabeth Peabody House as a permanent memorial to the life and work of Elizabeth Palmer Peabody; as supervisor of the first free kindergartens given to the city of Boston by private beneficence, and later as organizer of nurseries and settlements planted in different parts of the city; as an efficient member of the school board for several years, guarding the interests of the public kindergartens in the early days, she has been a prime factor in the growth and progress of the kindergartens in this vicinity.

We owe much of our present achievement and fine organization in the public work to her wisdom and able guidance during the early stages of the work.

We shall miss her genial presence among us, her words of wise counsel, her friendly greeting, and her earnest devotion to the cause which she championed. We rejoice in the priceless memory she has left us, in our personal knowledge of

"A rarer, better, truer self
That watched to ease the burthen of the world,
Laboriously tracing what must be,
And what may yet be better."

Hers was a life dedicated to mankind through ministry to childhood. She was ever and will continue to be the sweet presence of "a good diffused. And in diffusion ever more intense." She rests from her labors, but she is not lost to us. She belongs to

"Those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
For miserable aims that end with self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge man's search
To vaster issues."

We send our loving sympathy to the members of her family and to her co-workers, bound by ties of close intimacy for many years. We join with them in sorrowing that the places which knew her shall know her no more. With them we pay our tribute of love and affection to her dear image and memory, and with them we rejoice in the imperishable legacy of a noble and beautiful life.

LUCY WHEELOCK,
EMILY M. STODDER,
LUCY KUMMER,
ANGELIQUE DELANDE,
ELIZABETH C. BERRY.

An Industrial Exhibit

An exhibit has been planned under the auspices of the Consumers' League of Philadelphia, the Pennsylvania Child-Labor Committee, the Civic Club and the New Century Club, to be held in Horticultural Hall, Philadelphia, from December 8 to 15, 1906, for the purpose of showing in graphic form some of the actual conditions—both good and evil—of modern industry. The better conditions of industry will be illustrated by exhibits of articles made under approved conditions, accompanied by information regarding employment.

The evil features, such as sweat-shop work and child-labor, will be shown by a collection of sweat-shop and tenement-made articles, accompanied as far as possible by schedules of wages, hours of labor and sanitary conditions; and by a series of representations picturing actual cases of child-labor, and of ill-regulated, unsanitary and inhuman work conditions. There will also be exhibits illustrative of the various means employed by different organizations to lessen these evils and others that result from them.

Photographs, statistical charts and printed matter will be used to arouse public interest further; and it has been planned to have nightly lectures by the men and women most thoroly acquainted with the conditions shown in the exhibit.

The ultimate purpose of this demonstration is to develop public opinion to the point of demanding the enactment and enforcement of adequate laws to remedy existing evils.

General secretary, Frank D. Watson, 1415 Locust Street, Philadelphia, to whom application may be made for pamphlets, details of program, etc.

Notes from the Educational Field

An event of more than ordinary interest in the kindergarten world took place in Hamilton, Ontario, Friday, October 5. Just twenty-one years ago, on that date, the public school system of this city was further enriched by the introduction of the kindergarten system, and it seemed fitting that the recognition of its majority should be celebrated in the same school and the same room where the little ones were first gathered together to receive the legacy left by that great child-lover, Froebel.

The large number of invited guests who came to do honor to the occasion were received by Miss Savage, president of the association, ably assisted by Mrs. Wolverton (who as Miss Colcord, formerly of St. Louis, will always be remembered as the successful organizer of the first kindergarten in Hamilton) and Mrs. Newcombe, former supervisor.

The presence of many erstwhile familiar faces was one of the most pleasant features, and served to touch the cord that makes for the success of a reunion.

A word of praise must be given to the artistic decorations—the work of Miss Downs and her assistants. The eye was gladdened by the bright, genial glow of a crimson color scheme, softened with the green of fern and palms.

Many were the words of admiration heard on all sides at the clever blackboard drawings of Miss Smith, director of Barton Street Kindergarten. The word "Welcome" in dainty rustic lettering and an autumnal scene depicting a golden harvest, so typical of the work in our Child's Garden, seemed to put the guests at once into sympathetic *rapport* with their surroundings.

The Chairman of the Board of Education being unavoidably absent, Mr. W. H. Ballard, M. A., Inspector, said a few words of welcome in his usual genial vein, which was followed by music. Mr. A. Ward, member of the Board of Education, made a happy speech, and Rev. J. K. Unsworth, pastor of the Congregational Church, spoke very clearly of the work of the kindergarten in promoting social unity among children and congratulated the kindergarten on attaining its majority. It seems almost superfluous to say special interest centered in the speech of Mrs. Jas. L. Hughes, the mother of kindergarten in Ontario—from the Atlantic to Pacific the name of Ada M. Hughes stands for all that is highest and best in educational circles. Her remarks, clever and original, delighted her hearers, who went forth feeling cheered and uplifted by her sunny presence. * * *

One and all united in pronouncing it a success, and hoping that the "Auf Wiedersehen" might be experienced in the near future.

The Ohio Kindergarten Association will hold its annual meeting December 27 and 28, at the Ohio State University, Columbus, in connection with the "Allied Educational Associations of Ohio." On Thursday afternoon there will be a joint meeting of the Kindergarten and the Elementary Teachers' Association, at which the subject of pictures and music for little children will be considered. There will also be a conference upon "Co-operation of the Kindergarten and the Primary." Following the business meeting Friday morning there will be an interesting round-table conference upon the kindergarten work on exhibition in room 10, Hayes Hall, O. S. U.

Friday afternoon there will be an address upon "Correlation of the Work in the Kindergarten," followed by a conference upon the vital things in kindergarten and the materials and methods that are essentially true to Froebelian principles. A general rally of the kindergartners of the state is anticipated, and every kindergartner in Ohio who has not yet identified herself with the State Association is urged to be present at this meeting.

Anyone desiring information regarding the Association, or the meetings, may write to the corresponding secretary, Miss B. E. Montgomery, Oberlin, or the president, Miss Anna H. Littell, of Dayton, who is also the secretary of the "Allied Associations," and will be glad to answer any questions relating to the general meetings.

Pratt Institute, Brooklyn, N. Y., has inaugurated a new departure—a weekly excursion with Juniors—which promises good things. They have arranged special lecture courses, as follows: Dr. LeFevre, on "Hygiene," once a week; Dr. Dewey, on "The Philosophy of Education," November 5, November 19, December 17, January 7 and January 21.

The Chicago Kindergarten Club has chosen for its main subject of discussion this year, "The Nature Study Movement." The topics are as follows: October 13. Open meeting. "Educational value, underlying principles and methods of work in the Nature Study Movement." Mr. Stanley Coulter, of Perdue University, speaker; Miss Wygant, chairman.

November 10. Fall work. "Possibilities of Nature Material." Fall festival. Miss Sheldon, chairman.

December 8. "Educational Value of Pets—Kinds—Care of—How Secured." Miss Dwyer, chairman.

January 12. Phases of winter work. Miss Payne, chairman.

February 9. General talk on the subject. Mr. O. T. Bright.

March 9. Spring work. "Gardening, Birds, Bees, Etc." Miss Alice O'Grady, chairman.

April 13. Spring festivals. Miss Whitmore, chairman.

Mrs. Mary B. Page is president.

The Kindergarten Association of the Oranges, N. J., has planned for November 22 a lecture with musical illustrations by Mr. Neidlinger.

Mr. Stanley Coulter, of Perdue University, addressed the Chicago Kindergarten Club recently upon the principles and methods underlying the Nature Study Movement. He urged greater simplicity in nature study in the kindergarten and primary, the great point being to teach the children to see.

The Connecticut State Teachers' Association met at New Haven in October. Miss Margaret C. Laidlaw was leader of the kindergarten section. Miss Patty S. Hill, of Teachers College, spoke of "Some Tendencies in Modern Kindergarten Education." Miss Harriette M. Mills, of the Froebel Normal Institute, New York, led in the discussion, in which Miss Hattie Twitchell of the Normal Kindergarten School of Springfield, Mass, and Miss Rachel Webster, supervising principal of New Haven, participated.

The St. Louis Froebel Society at its October meeting had the pleasure of hearing Mrs. Halsey C. Ives interpret Children's Songs as only one can interpret them who lives close to the life of the little child.

Mrs. Ives first reads the words of a song, making a mental picture before she attempts to fit it to the music. And when she sang "Come My Dolly," "The Sunshine Song," "The Jap Doll" and other songs of child life, her interpretation was something more than words, music and motion; it came from within, revealing the real inner message of the song.

A Mothers' Class Meeting will be held once a week in connection with the Kindergarten Evening School of Oakland, Cal. A Sunday morning kindergarten has also been undertaken. At each meeting time is given to new books, music, etc. In December the State Teachers' Association meets in Fresno.

The tenth annual conference of the Parents' National Educational Union (England) was held at Brighton, November 2-6. It was founded by Miss Charlotte Mason, and the presidents are the Right Honorable, the Earl

and Countess of Aberdeen. The program was a varied one, and embraced a wide scope of topics.

The Brooklyn Institute of Arts and Sciences, Department of Pedagogy, has a course by Miss Grace E. Cooley, Ph.D., of the Newark High School, in "Botany for Nature-Study Teachers." Lectures, demonstration lessons, practical work, including field work, Saturday mornings, beginning October 13th, Art Building, 174 Montague street. This course is intended for those who wish to become familiar with the trees and shrubs of our city parks, and the ornamental plants of our greenhouses. It is also intended to make the course of immediate practical value to the teachers of nature-study attending it, by suggesting ways and means of making the class-work with plants more interesting and vital, and by showing how museums and hothouses, as well as waste and wayside places, may be found to be of real interest.

Some College Items

Colonel John F. Fitch of Spokane, Washington, has given the Swedish Lutheran General Synod \$100,000 for the founding of a college bearing his name at Coeur d'Alene, Ida., thirty-four miles east of Spokane, where the people have also given a bonus of \$25,000 and a ten-acre tract of land. Rev. J. Jespersen, formerly of Spokane, will be president of the institution for which Cutter & Malgren are preparing plans. The college buildings will be completed in the fall of 1907 and in the meantime several of the old Fort Sherman buildings will be used. "If it is possible to arrange it," Rev. Mr. Jespersen said, "several departments will be opened next winter. Colonel Fitch has also promised \$10,000 for the founding of a college for the education of women in Asia. It will also be known as the Fitch College.

Louis Delsol, of Lewiston, Ida., southeast of Spokane, has made an offer of 200 acres of land to the Columbia River Conference of the Methodist Episcopal Church to establish a school of academic grade in that city. The commission which will decide upon the location is composed of Rev. C. E. Gibson, of Spokane; Rev. A. H. Henry, of North Yakima; Rev. Gabriel Sykes, of Walla Walla; Rev. U. F. Hawk, of Spokane; Rev. W. Skipworth, of The Dalles, Ore.; Rev. O. W. Mintzer, of Spokane; and L. N. B. Anderson, of Colville.

The Idaho School of Mines at Moscow, south of Spokane, has installed an assay laboratory at the State University.

The annual meeting of the Philological Association of the Pacific Coast will be held this year at the University of California in Berkeley, on the 27th, 28th, and 29th of December. At this gathering institutions of higher learning in all the Pacific coast States will be represented, as well as many high schools. Membership is open to all persons who are interested, either directly or indirectly, in promoting philological research. The program will include a business session, the reading and discussion of papers, a social evening, and an address by the president, Professor Edward B. Clapp.

Readings in November Magazines

North American Review, "Oxford and Other World Universities," Charles F. Thwing. *Scribner's*, "London, A Municipal Democracy," Frederic C. Howe. Also, "Ruskin and Girlhood, Some Happy Reminiscences," L. Allen Harker. *Atlantic Monthly*, "The American Grub St.," James H. Collins. Also, "The Year in Germany," William C. Dreher.

The Forum, "The Educational Outlook," Ossian H. Lang. *Century*, "The German Emperor's Voice" (recorded by phonograph), E. W. Scripture. *Good-Housekeeping*, "Child-Discipline," Millicent Shinn.

The School Arts Book for November has a strong Thanksgiving flavor. Mr. Bailey in "The Workshop" gives interesting hints how to make doll furniture from material that, one might say, can be picked up during a morning's stroll. Surely the poorest child need not be without furniture for her little rag doll did her older brother know how easy it was to make it for her.

Some Holiday Books

THE BIBLE FOR YOUNG PEOPLE, arranged by Mrs. Joseph B. Gilder. The folklore and religious myths and history of other races have been prepared for the children in many editions by many compilers, and surely the poetry, history and legends of the Bible should be known to the little ones at least as well as other books. The stories as here found are in the old Bible language, such liberties as have been taken with the original King James' version consisting in eliminations of genealogies and doctrinal and other matter which is unprofitable to the child. The stories are arranged so as to form one continuous narrative, and the chapter headings are planned upon a new system, as chapter 146 in the book called "The Prophets" is entitled "Every man judged by his own actions." The life of Jesus is put together in one continued account from the four evangelists. Since so many changes in form have been made, it is to be regretted that the Psalms were not arranged in the couplet as characteristic of Hebrew verse. It is desirable that the Bible stories as first heard should be in the simple, direct, vigorous Bible language, without much, if any, embellishment by the story-teller, lest the child who hears the highly elaborated version first and later reads the Bible story in its extreme simplicity feel that in some way his confidence has been betrayed. Therefore, both parents and children are to be congratulated that this beautiful and much needed volume is now issued in an edition which brings it within the reach of every family. It is illustrated by 24 pictures taken from the old masters. Since it is the experience of librarians that children are repelled by books in which the type is fine and closely printed, and the page has a crowded appearance, we especially note that the type in this volume is large and clear, the pages are double columned and the appearance as a whole is most attractive. No child's library is complete without some such volume. Published by the Century Co. Price, \$1.50.

THE ORANGE FAIRY BOOK, Andrew Lang's latest addition to his chromatic-series of folklore tales. This volume includes stories from primitive sources, as the natives of Rhodesia and one other part of Africa, besides the Punjab, and yet others from Lapland, Jutland and Denmark—all modified where it seems desirable by Mrs. Lang. "The Magic Mirror" gives the savage's explanation of why the White Man is in power over the whole earth, and the "Story of Hero Makoma" is a strong, giant story, telling of one "who had the strength to make hills, the industry to lead rivers over dry wastes, foresight and wisdom in planting trees and the power of producing fire when he wished." It is a fine myth, reminding one of Hercules' struggles with nature's strange and terrible forces. Eight beautiful colored plates and numerous stirring illustrations by H. J. Ford. Longmans, Green & Co., New York. \$1.60 net.

HEROES EVERY CHILD SHOULD KNOW. Edited by Hamilton Wright Mabie. A compilation of hero stories, with an introduction by Mr. Mabie, which will help the children to realize that "Men are not great or heroic because they are faultless; they are great and heroic because they dare, suffer, achieve and serve." The collection includes heroes of myth, romance and of history from Perseus to Washington, Robert E. Lee, Lincoln and Father Damien. A few pages give events in the lives of two Bible heroes, Daniel and David, in Bible language. Among others are St. George, King Arthur, Roland The Cid, St. Louis, Tell, Bruce, Galahad, showing that heroic deeds are limited to no country or age and that heroism takes many forms. The versions given are adaptations from Kingsley, A. J. Church, Southey, Andrew Lang, Agnes Strickland and others. Doubleday, Page & Co. 90 cents.

CRUMBS AND HIS TIMES, by Dolores Bacon. He is "Crumbs" because, when talking over with his mother his advent into this world, he asks if he was "just crumbs before she choosed him." The book is a mother's study of a child up to his seventh year, and tho the style is bright and clean and

does not suggest profundity, the book is penetrated with serious purpose and with a deep sense of parental responsibility, which at times becomes somewhat hysterical. Crumbs and his mother together work out some important problems in child nurture. She early determines that Crumbs shall be a force in the world; a force for the maintenance of law and order. "I knew that Crumbs would necessarily get himself more or less disliked at times; but if he came to be known by the enemies he made, I could stand it, because I meant to help him make the right ones."

One chapter tells how the mother learned thru a serious experience of Crumbs', the necessity of training him to unquestioning obedience. The subject of a child's "owing anything to a parent" is discussed with Crumbs also. "A cure for the tantrums" explains the expedient by which she helps the small boy to learn to control his hot temper.

It is refreshing to meet with a mother who makes character rather than social position the basis of social distinctions. She sympathizes with Crumbs in his friendship for one grocer-boy who is self-respecting; she objects to his association with another grocer-boy who uses bad language and is not above asking for money in return for a small service rendered an automobile party. Crumbs learns by experience that we are judged by the company we keep. "Those people didn't think much of you, probably, or they wouldn't have offered you money for a personal favor. Of course, they thought you wanted it—there was Number Two who had asked for it, and you were with him." There is an occasional fling at mothers' clubs and at childless women who attempt to give advice upon the rearing of children. She says: "A woman may not without excuse canvass her children's faults with any one but their father or the family physician." Which statement might arouse a smile in those who have just read this public canvass of her child's character in this very entertaining and stimulating volume. It will give mothers' clubs, individual mothers and mothers by adoption a great deal of food for thought and suggestion for action. Doubleday, Page & Co., New York. \$1.

THE RAILWAY CHILDREN, by E. Nesbit. The story reads as tho it might have been suggested by the Dreyfus tragedy. The children's lovable father, their wise and merry playfellow, suddenly disappears from their lives, the loyal mother enduring in silence and loneliness of spirit the knowledge that he has been arrested on a charge of selling state secrets. They leave their beautiful home to live for a time far away from friends, and the railway in many surprising ways becomes a factor in their lives. Those who have read one of Mrs. Bland's stories feel sure of a treat in taking up another, and will not be disappointed in this one. Any boy or girl will be the better for knowing the three railway children; children who disdain a lie; who scorn to cry at trifles; who are plucky, truthful and honest thru and thru, and yet are very real children with the faults and frailties natural to young people. We will leave the reader to learn for himself of their good times together and the final outcome of the story. Macmillan & Co.

THE GOLLIWOGS DESERT-ISLAND, by Florence K. Upton, verses by Bertha Upton. Familiarity with the original Robinson Crusoe's adventures will not be necessary in order that the child may thoroly enjoy Golliwog's experience of shipwreck, his life upon the island with *Monday* and his final happy reunion with his friends, the five Dutch dolls, including the Midget, which has undoubtedly made a large place for itself in childish hearts. This Golliwog volume we enjoy much more than its predecessors, for tho the hero is grotesque, his courage and goodwill counterbalance his lack of external beauty, and none of the pictures are in any way objectionable. Longman's, Green & Co., New York. \$2.

TWO-LEGS. Translated from the Danish of Carl Ewald by Alexander Teixeira de Mattos. The creatures of the primeval forest are profoundly stirred by the appearance of Mr. and Mrs. Two-Legs, who, strangely enough, have neither feathers nor fur, claws nor tails, but "who walk upright, their

foreheads high, their eyes steady." When they finally seek sleep, the ox, the sheep, the horse, the duck and hen, all urge that the strangers be put to death at once; each has an uncomfortable presentiment of woe to come; the conversation between them is cleverly characteristic of each animal. But the king of beasts is blind to any sense of danger, so nothing is done. Step by step we follow Two-Legs thru the successive stages of conquest by which he becomes master of his environment, including even lordship over the lion himself. We pass with him thru the fishing, hunting and pastoral stages, pictured most vividly tho in but few graphic words. We rejoice with the man in his victories, while we can but sympathize with the wild creatures who, for one reason or another, refuse to submit to his rule. It is a truly unique and clever epitome of race history. Charles Scribners' Sons, N. Y.

MERRYLIPS, by Beulah Marie Dix. Any adventure-loving boy or girl will revel in this stirring story, which is happily dedicated to "every little girl who has wished for an hour to be a boy." Merrylips, a vigorous maiden of eight, is impatient at being a girl. She lives at the time of Roundhead and Chevalier, and when ten years old is obliged for several weeks to assume the role of a boy, living as such in a fort, traveling many a weary mile afoot, enduring many hardships, seeing plainly the cruel, wicked side of war, but always brave herself, true to her colors and to her ideal of what a "gentleman" should be, even with the grip of an angry, savage soldier upon her shoulder. The ingenious plot links together many lives that have apparently nothing in common, and leaves little Chevalier Merrylips safe at last with her friends and reconciled to being a girl. Macmillan & Co., New York.

POLLY AND THE AUNT BY THE AUNT. (M. E.) A brief chronicle of some of the doings and sayings of Polly, whose aunt by adoption borrows her at intervals, rejoicing in the companionship of a happy-hearted child. Houghton, Mifflin Co., Boston. Price, 75 cents.

BLACKIE: HIS FRIENDS AND HIS ENEMIES. By Madge A. Bigham. An imaginative story of incidents in the life of a black rat. Miss Bigham weaves in modern form many of the familiar old fables, such as that of the city rat and the county rat, the plan—clever but impractical—to bell the cat; the ant and the grasshopper, and others. Mrs. Black Rat is modeled after those unreasonable mothers of which there are unfortunately too many who find it easy to say "don't" and who so question their child's veracity, even when he is telling the truth, that a child is likely to ask whether it is worth while to be truthful after all. This writer is growing in strength and restraint. There are occasional provincialisms, as: to "tell good-bye" and "to fall off," meaning to grow thin. The children will enjoy the book. Little, Brown & Co., Boston.

THE DIVERTING HISTORY OF JOHN GILPIN. Robert Southey's famous poem. A quaint little volume, illustrated by thirty-two diverting little pictures, original wood-cut engravings in old-fashioned style by Robert Seaver. Houghton, Mifflin Co. 75 cents.

BROTHERS AND SISTERS, by Abbie Farwell Brown. Of the chapters in this child's book Kenneth's adventures on April Fools' night will be followed by the children with delighted interest, and will help them to see that there are two sides to a practical joke. That about the "Pieced Baby" will charm those who have reached the punning period of language growth when similarities in sounds of different words are so keenly noted and enjoyed by children. Houghton, Mifflin Co. Price, \$1.

BOY BLUE AND HIS FRIENDS, by Etta Austin Blaisdell and Mary Frances Blaisdell. When we published Miss Bigham's tiny story of Little Boy Blue's Valentine several years ago in the *KINDERGARTEN MAGAZINE*, we little thought we were inaugurating an ever-increasing succession of stories centering

around the dear old characters of childhood's perennial friend. In "Boy Blue and His Friends" we find yet another book in which the familiar personages appear in new roles. This is a great success. The experiences woven around each little rhyme are entirely childlike, and the language is simple, direct and vigorous. Childish smiles will accompany some of the amusing incidents. The Five Little Pigs and Hickory Dickory Dock are particularly good. Whether as a supplementary reader or for the use of little ones at home, the children will at once recognize it as theirs by natural right. Little, Brown & Co.

Some Christmas Articles and Stories to be Found in Back Numbers of the Kindergarten Magazine

- "The Story of Christmas," Nora Archibald Smith. 1888. Vol. I., No. 8.
- "The Christ-child," adapted from the German. 1890. Vol. III., No. 4.
- "Legend of the Christ-child and St. Anthony," Alice H. Putnam. 1891. Vol. IV., No. 4.
- "The Stars and the Child," A. H. Vol. IV.
- "A Little Christmas Goose," Hal Owen. 1894. Vol. VII.
- "Why the Chimes Rang," Percy Alden. 1896. Vol. IX.
- "How the World Made Ready for the Christ-child," Erma Conkling Lee. Vol. IX.
- "Story of Santa Clause" (founded upon the legend of Jeanne McArthur), Cecilia E. Culver. 1898. Vol. XI.
- "Kathleen's Christmas," Alice D. Pratt. 1900. Vol. XIII.
- "Christmas and Its Traditions," Bertha Johnston. 1900. Vol. XIII.
- "Shall We Tell the Santa Claus Myth?" Frances E. Newton. 1900. Vol. XIII.
- "How the Fir-tree Became the Christmas Tree," Tante Hede. 1903. Vol. XVI.
- "A Picture Story," Amy Noake. 1903. Vol. XVI.
- "Lena's Christmas Hermit" (Boys and Girls). 1904. Vol. XVII.
- "The Italian Gift-Bringer," 1904. Vol. XVII.
- "The Conversion of Santa Claus and the Coming of the Kingdom," Phil Paloster. 1904. Vol. XVII.
- "The Traveling Doll," Emma F. Bush. Sunday School Times, November, 1904.

Monthly Digest of the Publications of the Educational Press Abroad

THE FRENCH PRESS.

It is a noteworthy sign that, while heretofore the French educational magazines rarely brought articles and essays on educational subjects that touched foreign institutions, or when they did, treated these topics as of little concern to France, there has come a radical change over them, as their evident desire now is to heed every wholesome lesson that may be drawn from foreign institutions and educational improvements abroad.

So the *Revue Internationale de l'Enseignement* brings, in its September issue, a highly interesting and exhaustive treatise by Monsieur E. G. Lorenzen on the "University George Washington," in which the author forcibly demonstrates to his countrymen the glorious example of private zeal and liberality set forth by the founders and promoters of that American institution when governmental aid was declared unconstitutional by the decision of Judge Brewster. The article well deserves the highest attention on the part of such American teachers as can appreciate its merits.

A still more striking proof that French educators will value and accept rational and useful suggestions from wherever they may emanate is furnished by an article of Monsieur Henry Schoen, published in the same journal and superscribed "One Innovation in German Schools," which treats exhaustively a moral movement (first tried in Dusseldorf and then introduced in Frankfurt am Main, Leipsic and other cities), having in view a systematic training of grown-up scholars in the knowledge of sexual relations, excesses and diseases. In view that the French nation has especially suffered from the deleterious effects of the social evil, the author does not hesitate strenuously to advocate the introduction of the new movement into France. The subject is of so far-reaching and universal character that it well deserves the attention of every well-wisher of mankind.

Still another French magazine, the *Revue Pédagogique*, brings an article by Monsieur V. H. Fridel on the Normal Schools of Germany, which, on account of its excellence and interest to American teachers, we take pleasure of discussing in a special review subjoined to this summary digest.

THE GERMAN PRESS.

All the September and October issues of the German educational publications fairly teem with interesting and varied articles on every subject of pedagogy, among which we can mention the journal called *Paedagogische Studien*, which contains two contributions of psychological value, one by Dr. Kurt Geissler and another by Dr. M. Schilling, about "Object and Objectivity," in which the greater or lesser susceptibility of objects for educational purposes is most ably discussed. The *Paedagogisches Archiv* contains an article by Dr. Wm. Foellner, under a strange title, which, translated into English, would read: "Retail and Wholesale Management of Public Schools." Under this heading the author strongly urges the introduction of reform measures having in view a greater differentiation of both teachers and scholars. While teachers in higher classes will find every treatise of the September issue of the *Monatschrift fuer Hoehere Schulen*—among them that by Dr. Stecher on the "Culture of Genius," and that by Dr. E. Lentz on the "Necessity of Increased Pedagogical Activity"—especially applicable to themselves, primary teachers will be specially interested in Dr. Max Wagner's essay on "Free Compositions of Primary Scholars," published in the magazine *Neue Bahnen*. The essay frequently advocates the earliest introduction of activity and independence in writing compositions. In a supplement headed The School Physician, the *Zeitschrift fuer Schul-Hygiene* brings an essay from the pen of Dr. Julius Moser, in which this author sets forth a pathological investigation into the causes of the most common cases of waywardness, disobedience and negligence of school children and urges closer observation of the same. In a similar vein the subject of mendacity among children and the psychological aspect of veracity are ably discussed by several essayists in the *Zeitschrift fuer Paedagogische Psychologie, Pathologie und Hygiene*.

THE SPANISH PRESS IN MEXICO AND SOUTH AMERICA.

The *Anales de Instruccion Primaria del Uruguay*, a volume of more than 400 pages, is a publication which does great credit to the young republic, and which proves conclusively the great interest which is there bestowed upon popular education. Among more than fifty elaborate articles which these annals contain, and which embrace every branch of primary education, we enumerate especially an "Abridged History of the Republic of Uruguay," by Senor Orestes Araujo, which is a highly meritorious work in six chapters, and also a "Description of the Schools in the Swiss and Waldense Colonies of the Republic," by Senor Abel Perez, which conclusively proves that Pestalozzi's educational views have been transplanted even to South America and are flourishing there.

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The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—JANUARY, 1907.—No. 5.

The Training of the Non-Professional Woman*

MRS. LYNDEN EVANS.

IT is with pleasure that I respond to the invitation to address such a meeting as this upon the training of the non-professional woman. Where Kindergartening has dealt with the early years of life and sought to develop the spiritual and inward grace in the child by means of the outward and visible sign used always as a method of expression and a way of growth, domestic science and domestic arts have labored to so lay the foundation of physical life and to direct the necessary labor whereby we are housed and clothed and fed that the spirit may have a machine with which to work which has been brought to and kept at its highest efficiency.

We have learned that the development which looks ever to the efficiency test, results in the truest usefulness, and we welcome a union of forces which will look to the proper care of the physique of the child as producing a better brain as well as body and also develop the spiritual and intellectual life.

Since beginning work upon this paper announcements have been received concerning the Mary Lowell Stone Prize Essay, the prize to be awarded by the Committee on Home Economics of the Boston Branch of the Association of Collegiate Alumnae and the Women's Educational and Industrial Union. The subject of this essay is "What Are the Determining Factors That Contribute to the Fullest Efficiency of an Individual Viewed as a Social Unit?" We could wish that the subject had been narrowed to "The Efficiency of Women as Producing More Definite Results in Bearing on Home Economics."

*Read at the Mothers' Conference of the I. K. U., Milwaukee, 1906.

We are in this day called upon to give much thought to the woman who works outside the home. We are urged to send petitions to Congress, to consider in settlement work, in philanthropy the ever growing problem of this woman, whether she stand at that critical place where childhood and womanhood meet, or whether she be attempting to fill the two unreconcilable functions of motherhood and industrial efficiency, and we feel that she is the greatest woman's problem. And yet a short consideration shows that, important as the matter is, it is but a symptom of a large and more difficult, because more complex, question. The training of the non-professional woman lies at the root of the problem of the woman who works outside the home, and must not only be well done but the end must seem to her worth while.

The last census shows twenty-four million of women over fifteen years of age in the United States. Eighteen per cent. are in gainful occupations, eighty-two per cent. are not. Of the five millions in gainful occupations two are in domestic service, so we find the women working outside the home to number three millions as compared with nineteen millions in non-wage earning life. It is true that the increase in those outside is great, and it is also sadly true that the increase is not in domestic lines nor in the professions, but in unskilled work. Does education contribute to this end? Let us consider for a moment the results of the present education of girls at large. It aims at no especial function in life, it equips a mind which is supposed to be ready for any occupation, but those of you who have tried to direct that mind into anything definite know what a long discipline is necessary before the end is attained. A mind and hand trained for everything is competent for nothing. The pity of the situation lies in the fact that the daughters of the well-to-do are expected to represent social ornament instead of social value, and the standards selected by those given the opportunity to choose are accepted by those who can attain them only with the greatest difficulty. Your washerwoman says: "If accomplishment and ornament are the things worth while for your daughters, they are the things worth while for mine." If you set the standard of social value, she accepts it. With a standard of accomplishment held before her eyes this hard-working daughter of Eve rents a piano and works early and late to pay for music lessons, and considers her daughter too good for the work her mother has done. With the standard of social value she may arrive at some higher form of

labor, but it is usefulness and not ornament that then is sought. There is a lack of social obligation in the field in which she finds herself in the modern girl. She lacks concentration and persistence. She is quite willing to sacrifice herself in fields just beyond her reach, and we have come to accept social usefulness as slum usefulness, whereas the thing needed is the good old doctrine of developing the field where God has seen fit to place us. We will make a great step in advance when girls are taught to think in one language before being taught to speak in many tongues.

Having graduated from something—whether it be high school, college or finishing school—this girl returns home to a mother who finds it easier to perform her household duties her own way than to teach her daughter. The girl turns to social life in the sense of constant self-entertainment, and soon tires of it. She finds nothing that she has studied correlated to the life that now is, and reaches out for something definite. Her creative power is seldom developed and she seeks the well-trodden paths of teaching or business or philanthropy. Her financial position is often galling and she becomes restless because those who have guarded her life are unwilling that she should become financially independent or to provide for her and let her follow the many paths of usefulness that do not pay. And so we find an increasing discontent. Pity of the strain which lies upon so many mothers and daughters wells up in the heart to the exclusion of all criticism. The mother feels her way of life to be the normal one, and yet is unable to show its value to the daughter.

In the face of this situation it is meet that we should examine some of the premises on which we educate. A writer once stood before one of the largest women's clubs of this country and expressed her acceptance of the method of creation in sex—nay, went so far as to say that we will only attain the highest spiritual and moral development of the human race when we accept the fact that "male and female created He them." The storm of protest which this statement raised was astounding. It reminded me of the story of someone repeating to Carlyle Margaret Fuller's statement, "I accept the universe," and the sage replying, "Gad, she'd better." But we would not only better accept the fact of sex, but we should accept the statement of the Lord God who looked upon his work and found it good. The question of the equality of the sexes has been confused with identical education, whereas the only test which can

survive is not the attainment of the same intellectual accomplishment, but in the lifting of our occupation to the same mental and moral plane to which men have lifted theirs—this is the final test yet to be applied to the higher education of women. There is no question of the equality of men of differing education provided the same plane of power is attained, and men will not hesitate to grant the palm to woman when she can show the same degree of education and creative power in her home life.

Specialization is the order of the age and means differentiation in education. We do not educate lawyers and clergymen alike, nor should we educate civil engineers and homemakers along the same lines.

The woman engaged in developing her own field in any branch of homemaking will be found upon observation to be the happiest, provided she is working intelligently and developing her creative power. In meeting women seeking other occupations you find a background of discontent—a constant complaint against sex—a desire to have people forget they are women. Where women have done their own work as well as men have done theirs the same honor will be awarded; in their own field no limitation, no shame is felt.

Having given a cursory glance at some of the results of modern education, and having accepted the fact of sex and of differentiation in education, let us look for a moment at the condition of the occupation of woman—homemaking. There are in these United States 15,000,000 of homes and 15,000,000 of homemakers, good, bad and indifferent. Here are 15 of the 19 million unprofessional women referred to earlier in this paper. These women carry the health and happiness of the nation, and yet their occupation is not mentioned in the census. There is little preparation for this great calling; both the ordinary and higher education of women remain for the most part unrelated to it. When the mind educated to ask a reason for everything undertakes a labor in which it is given no reason for anything it finds it unsatisfying, and when the untrained mind does the work without intelligence it becomes degrading. Divorce records are too appalling to require emphasis, the sacrifice of the little child needs no description before such an audience as this, and the work of saving the American home, the foundation of our republic, the training ground of all character, the haven for the weary soul needs no championing as an object worthy of the highest education.

The law can only be deterrent in this matter of the ruin of homes; it must either admit a certain degree of license or punish innocent and guilty as the rain falls on the just and unjust; it is necessarily negative as limiting the freedom of one of us for the safeguarding of all of us. It remains for homemakers to raise and defend a high standard of marriage and home as the most effective agent against divorce, and no one can maintain the highest standard without trained clear-sightedness and purpose. We might just as well say that patriotism without training will enable a man to save his country in the hour of battle as to say we can meet the situation without all the insight and strength modern education can give. We must not only develop the spirit and vision, but the ability to express them in terms of every-day life. We must be able to love not only to the "heights and depths of all our being," but also to the "level of every day's most common need."

The economic value of good housekeeping is almost lost sight of in this day of measuring by the definite wages and regular hours. Every woman who contributes her share of labor to the community life, whether her name is on a pay-roll or not, should be regarded as a self-supporting woman. But too often she spends her days in constant adjustment of things to comfort and yet has none of the pleasure of money earned and belonging to her. Mrs. Ellen H. Richard's plea that woman's labor as housekeeper should have financial recognition is ahead of her time, but something we will in the future accept. The plea that the claim of the economic value of housekeeping lowers the standard of homemaking is false. The higher life of the home is contributed to by the father, whose labor outside the home receives financial recognition, and there is no reason why the work of the woman in the home should not be rewarded by the definite recognition which gives her the assurance that she is seen to be earning her living and not clothed—fed by indulgence—an assurance dear to the heart and which in no way interferes with the outpouring of love which is above all price.

When the daughter of a household takes her place after her schooling is finished beside her mother, she should be taught the economic value of that which she receives and that which she gives. This would, I believe, go a long way in allaying discontent.

Much has been written and studied concerning the household economy of the poor, but we are not seeing that the people of moderate means and refined tastes are the ones on whom the higher

cost of living comes hardest. The Boston *Circular* gives the following statement as one of the practical and personal considerations: "There is no one class in the community to-day that feels so keenly the pressure of industrial competition and increasing complexity and luxury in standards of living as the class that is college bred"—let us add the class seeking the refinements of life on professional or limited incomes.

First: The pressure of industrial competition is felt excessively because the college-bred class, as a whole, is the salaried class where rise in salaries has not kept pace with increased cost of living. It is representative of the helpless consumer pinched between the rise of combinations of labor on the one hand, and combinations of capital on the other. The effect of the present tendency toward labor and capitalistic combinations, and the inevitable trend of its development is to increase wages and increase profits for organized industry at the expense of the unorganized consumer. A result, in part attributable to this cause, is the present upward tendency of the price of many necessities or common conveniences of life. An investigation made by the United States Bureau of Labor in 1903 showed that the price of food in 1903 was 15.5 per cent. above its price in 1896. (Bulletin No. 53, p. 722.) That this increase in the cost of living has been out of all proportion to the increased income of salaried workers is obvious.

Second: As Mr. Veblen truly declares in his "Theory of the Leisure Class," "There is no class which spends so large a per cent. of income on 'conspicuous waste' as the scholarly class, because it is usually rated under a higher social grade than its pecuniary grade will warrant." As the wealth of America and its so-called leisure class has increased, there has been observable a tendency to incorporate in standards of living the demand for a higher and higher degree of conspicuous waste.

Increased cost of the commodities of life on the one hand—on the other, increased demand for expenditure of time and money to keep pace with the standards of living in the social stratum to which, by precedent and convention, the scholarly class is relegated. Without proportionate increase in the earning capacity for the majority of professional callings, the average college man or woman is harder and harder pressed in attempting so to organize his or her scheme of life as to cover the material demands of living, and meet at the same time the broader social and cultural responsibilities that it

should be the special function of college training to inculcate and foster.

This statement is not quite broad enough. The cost of living has increased as this states, but in equal if not in greater ratio have our demands grown. The greater the ignorance of manual work involved in any end the greater the demand for results which require great expenditures of ability and strength. If we personally have not the ability or strength to expend, we seek to find the money which will pay for this effort and get it. As we educate our women away from home training, we render it more and more difficult for them to meet the constantly changing conditions involved, adjusting ideals as expressed in standards of living to the immediate financial demand.

It is most encouraging to find college women directing their trained minds to these problems, and we hope it will not be long before they go a step farther and insist that these problems demand special training and are in themselves full of possibilities for highest intellectual development—that is, if intellectual development means power to think and to execute. The *Circular* above referred to directs attention to present standards of living as follows:

The subject "Standard of Living" can be divided broadly in two general sub-heads, as follows:

1. The Maximum of Efficiency—this means power to perform. What are the factors, physical and psychic, that condition the development of an individual to the highest point of social efficiency?

2. Social Responsibility, that is, application of the power latent in the "Maximum of Efficiency." The ultimate value of any individual life being dependent on the value of its contribution to the organic life of society, the social economist must immediately challenge the efficiency of the individual by the extent to which he perceives and responds to his social responsibilities.

If this last statement be true, then the ultimate value of the large majority of women will be found in their contribution to the home life of their day. We do not deny to women of especial genius the right to labor in other fields, but we do assert that the woman must choose either the professional career or the home career and must bring to the latter function as highly developed intelligence and power as to the former.

Conditions in two other matters connected with homemaking

point strongly to the conclusion that all is not well in this direction. With the putting away of manual ability we have put away the capacity for organizing work and training workers, and have a most demoralized condition in domestic service. Experts watching conditions now report that matters are beginning to improve, largely they assert because housekeepers are becoming more reasonable in their demands. This is probably due to the chastening of the last few years and to the awakening of the homemakers' conscience.

Another result of this desire to say "I am become a woman, a wife, a homemaker, a mother, and therefore I will put away womanly things and do things really worth while" has resulted in women letting a large part of the preparation of foods go into commercial hands, where we know commercial standards are not to be trusted, and we have to-day the most stupendous difficulty to face in attempting to get pure food for our families. We, and no one else, are to blame for this.

Let me also call your attention to this fallacy of doing things really worth while. Spargo states that 82 per cent. of our poverty comes from the underfed child. An examination of many of our philanthropies and reforms point to the inevitable conclusion that a large part of our "broader works" so-called would be eliminated were our homemakers educated for their work.

Having considered the present education and its results, having accepted the necessity for differentiation, having seen the value of the work of homemaker to be such as to call for the highest preparation, we now turn our attention to the ways and means of attaining this end.

In no field, perhaps, more than the domestic field, do we encounter so many isms and patent remedies, and in no problem of life should we accept the step that is before us and trust that the way will open. We have not reached the heights yet where we can view the distant scene, but must be content to do the work at hand. There are those who would revolutionize the home with outside kitchens and outside labor and outside everything—the jump is too sudden to even contemplate without dizziness. The cry where incompetence is found in the administration of the home and the care of little children is, take the work out of the hands of the incompetents and put it in the hands of specialists, have outside kitchens and outside nurseries; whereas the demand should be for competent motherhood—able housemaking. Let us put the responsibility

where it belongs, and the shame of the present times upon the right shoulders. Let us begin not with cut-and-dried plans, not with any plan made by a finite brain, but rather with the right point of view and a faith in the Infinite Mind that will show us light, even if the way be dark. Let us begin, first of all, to bring up plain, every-day women—women who believe in themselves and the God who made them women. Let the feminine instinct be developed from earliest years. Let the kindergarten see that the girl is started in life as a girl and not as a nondescript. The spiritual and moral qualities of womanhood should be developed by you from the beginning and should be correlated to the home. Manual ability in the fundamentals of household occupation should be developed during adolescence. The feminine mind should be as carefully guarded as the female body. Homemaking falls naturally into two divisions: the creation of the atmosphere of the home—its ideals, spiritual and moral; and its administration.

The foundation of training for both atmosphere and administration must be laid during childhood. The present method of educating girls in work uncorrelated to life and then saying at the end "we will give them a year to learn housekeeping" is not training them as their strength grows. We have swung so far the other way that it is considered almost indelicate to educate a girl for the life every mother in her heart wants her to lead. We cannot at once reach the ideal, and so we must do the best we can. It remains for you to maintain the standard at the beginning. In the grammar grades much work now done by girls could be correlated to home life with just as great mental development, and this correlation should be insisted upon. Colleges are finding themselves greatly hampered in this work in the higher branches of home economics by their lack of students who have been properly trained in the practical fundamentals. But we must not wait for the proper development of the little girl now in the kindergarten before we seek to have any of the benefits of educated homemaking accrue to the home. We have a large number of housekeepers looking for light, and we have a large number of young women who are eager for some training in this direction. We must begin with these young women as we find them, and give them what they need, and as the younger girls lay the foundation early in life, adjust their later works to higher branches as they come on. In order to attain the atmosphere most conducive to the growth of character and the attainment of

happiness, we must develop the ability to distinguish between the essential and non-essential, for hereby hangs all the law and the prophets of successful homemaking. We must distinguish between artistic simplicity and barrenness, between unnecessary clutter and real beauty. We must learn the essential part of cleanliness as necessary to health, but we must not regard a speck of dust as in itself the unpardonable sin. We must recognize the law of the conservation of energy and be true to the faith that is in us by one's control of things—knowing that wherever worry puts things in saddle we have denied our faith. Spiritual growth is found where the homemaker maintains order as the servant of usefulness, and comfort as the reward of labor. The child should take such part in the home life as to be trained in this point of view. Perhaps nothing will contribute more to the development of these higher qualities than a sense of obligation—a knowledge of contract among women, moral and legal. A correct education in both obligation and rights would go far to the solution of both marriage and domestic service questions.

The need now is for courses which will give special training to a young woman who has finished high school or its equivalent. These courses should be of a practical nature, which will prove useful in actual home life, or will be the foundation for a higher course if college is contemplated. It should not in any sense take the place of a college course, and should seek for standards of adaptability to daily living rather than academic standards. College students as well as their instructors testify to the need of this foundation for higher scientific branches, and where a girl cannot have both, the fundamental rather than the higher without the lower will be found the most helpful.

The Chicago Kindergarten Institute and the School of Domestic Arts and Science have arranged such a course. It is designed to fill the need as long as education in the lower grades leaves the beginning of training for homemaking until women are grown, and to gather up a girl's mental training and give her some idea of actual application in life. The course will take one year, and will be on the following lines:

It will include the study of principles which underlie the successful management and care of the household and includes Child Nature and Training, Principles and Practice in Home Economics, Cookery, Marketing, Accounts, Hygiene, Domestic Arts, Sewing,

Ethics of the Home, Art Applied to Household Decoration. The course will not include any normal work, and is intended for the young woman who, having finished her regular education, wishes to learn the continual interest which pertains to homemaking.

Domestic Science means not only good cookery, but good household administration in all the lines named above.

The true economic function of the woman who spends is as important in the consideration of the wealth of a community as the man who earns, and Domestic Arts adds the knowledge of fabrics, their purchase and use to the knowledge of marketing in the Domestic Service course. The course in Accounting teaches a woman, not only the form of bookkeeping, but the correct proportioning of income, the making of a household budget. We maintain that it will soon be considered as disgraceful for a woman to marry who cannot administer a home as it is now for a man who cannot support a family.

I strongly suspect that the Kindergarten world, like the Household Arts world, is divided into two camps which look from different angles: those who want the ideal and are in danger of losing sight of it thru ignoring the real, and those who want to wrest it from daily living as the best safeguard for keeping it thru life. In our field we have those who are so interested in the scientific and academic aspect of the work that they undervalue the work which seeks ever to place all that science and art have to give in such simple practical form that it may find such permanent place in the homemaker's mind that she will unconsciously body it forth in daily living. Let us then join our interests from two points of view—the physical welfare of the child gives largest opportunity for its spiritual and moral growth, and the woman trained in both the spirit and technique of homemaking embodies our hope for the future.



A Japanese Froebel*

FRANCES LAWRENCE.

WE were awakened this morning by a familiar tune floating over the gray tiled roofs of our windows. At first it was too familiar to seem strange, but as consciousness grew I began to locate myself, and the strangeness of it all made me jump up in a hurry. The tune was a popular kindergarten air, and to hear it sung by children's voices in the heart of Tokio caused us some surprise, not to say astonishment, but then we have only been here a few days, so know very little about the city or the people. It did not take us long to dress, you may believe, and after making the necessary inquiries, we hurried toward the kindergarten, taking with us a Japanese friend as interpreter. It was only a short distance down the narrow lane to the picturesque bamboo gate from which hung the sign that notified the Japanese public of the nature of the institution within. There was time, however, for our friend to tell us a little about the teacher who is considered, it seems, a great heretic by *some* followers of Froebel, but the mothers, she assured us, are most unanimous in their praise of the school, and the children cannot be kept at home even when too ill to attend. This was interesting but hardly prepared us for what we were to see. The house, like all true Japanese houses, was rather small, unpainted, and presented no front whatever toward the street. We had to remove our shoes before entering, as the floor is covered with soft matting, and answers at once as floor, table, chair, and I expect, even in this case, bed. The walls are delicate paper sliding doors of soft neutral tints, and are most convenient, for they can be opened anywhere, or taken out altogether, throwing the whole house into one room if desired. Imagine our surprise, if you can, to find the teacher a man,—but such a man! One look into his shining countenance convinced us he was no common dissenter. As I watched him in the midst of the happy throng of children, a child himself, yet a leader of rare powers and almost superhuman insight, I was reminded forcibly of another misunderstood man in a little German village at whom all the neighbors laughed, but whose spirit still lives while they are long forgotten. And I wondered if perhaps this so-called heretical disciple we had come to visit might

*Abstract from a letter in *The Oriental Student*, Honolulu.

not have caught more of the *real* Froebelian spirit than those who so harshly criticised his work! As I staid, my wonder grew. There was little about the place to remind one of a school,—rather a happy, well-organized home. It was lunch time, and the forty and odd children, in picturesque kimono, the girls in bright-flowered colors, the boys in sober shades, sat happily on the floor eating knick-knacks and merrily talking and laughing. One whole side of the room opened out onto the little garden full of trees and flowers and birds and sunshine. It was a beautiful picture including the little sweet-faced wife with her lovely baby in her arms and the old grandmother hovering over a charcoal fire in the background, preparing us the inevitable tea. The story hour followed, and though we could not understand a word, we were quite as interested in Taromoto's adventures as the children, who must have heard it many times, for it is a popular fairy tale in Japan. Not a sound could be heard but the musical voice of the teacher. The children seemed almost to cease breathing while the eyes opened wider and wider as the story spun its way thru the little peachling's wonderful adventures until at the grand finale, the excitement grew so intense it could be contained no longer and broke loose in the enthusiastic "Banzai!" led by the teacher. How I wished I could talk Japanese then! But lack of language could not restrain our enthusiasm, and as the teacher saw our unconcealed delight he warmed to us, and told us much of his work, though unsympathetic criticism had made him reticent about it. All unconscious of the renovation the kindergarten has undergone in the Occident during the last ten years (kindergartens having been introduced into Japan about fifteen or twenty years ago) he had become convinced that the methods as too often used were dead, formal things and either forced or retarded the normal growth of the child. His convictions grew until he was inspired to open a child garden which should meet the needs of the child as nearly as he saw them. It was a hard pull, for he was poor, and the people around him were poor, but gradually the number of children crept up from seven or eight to twenty or thirty, and now he has over forty every day. His position is rather that of a father than a teacher and he tries to make his kindergarten an ideal home with as natural an environment as possible, fostering those qualities which make strong character. Ignorant of the great child-study work which is causing such a revolution in Occidental education, he has by himself conceived that method as the only true guide

to a right understanding and consequent effective training of the child. In his own way, and unaided, he has been making these studies and I believe from the little I was able to gather in our short conversation, that they are full of unique helpful material. There was much more that he said which I could understand only imperfectly, but I saw that he was trying to do away with the formalism and symbolism under which too often the real spirit and object of the work lies buried. He was handicapped because he could find no one to help him who could carry out his ideas, young girls being too immature in his eyes. He publishes a little monthly magazine for mothers, containing most helpful suggestions for meeting the problems and difficulties of child-rearing. "The Proper Diet for a Child of Three, According to a Famous English Physician," "Educative Toys for Children," "How to Deal with Crying Children," "A Story of the Stork's Family at the Zoo, Suitable to Be Retold to Children," are among the suggestive titles in one number.

He strongly disapproves of the ordinary Japanese toy, as it is too frail to admit of handling, and suggests few activities, so he spends all his spare time designing, making, or superintending strong, wholesome toys. Again and again I thought of Froebel as he talked of his work, led on by our enthusiastic appreciation. After the games in the garden, where the man's genius shone quite as brightly as in the story hour, there was building with the blocks at tables, the children sitting on benches. It would not have been difficult to guess the all-absorbing topic in Japan to-day, for every little child made some form connected with the war, and the air was full of bugle calls and war cries. Yet all were orderly and well-behaved. All too soon the morning slipped away and we found ourselves bowing good-bye to the children as they came up politely in turn and in the quaint manner of the Japanese wished us "Sayonara."

"These are the future citizens of Japan," said the teacher as he affectionately touched the shaved head of a tiny boy of four, and somehow his words seemed pregnant with deep and hidden meaning, for there is a language deeper than words, a language of the heart. Fortunate Japan, I thought, as we turned our faces homeward,—yes, fortunate Japan to have such a man busy about his business of forming worthy citizens.

Some Problems in Principles and Methods of Teaching

E. LYELL EARLE, PH. D.

NOTHING in education to-day arouses a keener interest or possesses greater value for instructors than principles and methods of teaching. Many principles are being laid down with a fair amount of clearness and certainty. Methods, however, will still depend chiefly on the ability of the teacher to apply these principles to individual practice, or as is so often the case with the "born teacher," to devise methods without conscious advertance to known principles. The ability to apply a principle does not always go with the ability to grasp that principle as a general truth. In fact, they often seem to exclude each other.

We are concerned here particularly with principles of method rather than with special method itself. These principles may be derived from three sources: (a) Scientific generalizations deduced from successful practice, as seen in the history of education. This is a source fairly well explored and organized. These principles might be called the historical foundations of teaching. (b) Another source is found in the needs of the child, both in his immediate environment and in his probable duties in life later on. This might be called the sociological foundations of teaching. Very little has been done in this particular field. (c) A third source is the study of the mind itself in action. These mental activities are the psychological foundations of teaching. The greatest amount of effort has been expended recently in this particular line, at least from the descriptive standpoint. The result does not equal the energy expended. But if practically four-fifths of all forms of potential energy are wasted in becoming kinetic, the psychologist has no more reason to lament than the physicist.

Almost up to the present time principles of teaching have been considered epigrammatic statements derived from philosophical speculation on successful practice; as "Things before words," "The concrete before the abstract," etc., etc. There was not much attempt made at getting the genesis of this successful practice in the mental processes involved, or the scientific reasons therefor. Methods of teaching were generally considered the ready arrangement

of material or subject matter, and the knowledge of devices suited to impart this subject matter to a given class of children within a given time.

We are perhaps looking at principles of teaching from a better standpoint to-day. We seem to have a clearer notion of the child to be educated, and of the material best suited to bring about the desired changes in habits of mental attitude and response which are synonymous with education. We surely have a better appreciation of the part the child is to play in life as an efficient member of society and in the broader possibilities of social service. We need, however, more definite knowledge of the mind in action as gotten from dynamic psychology, and a larger grasp of the sociological basis of teaching in determining the material to be selected for the curriculum, and the special kind of mental attitudes and responses we shall insist on as a result of the interaction of the child mind on any definite portion of this material.

One of the most important problems to be worked out in principles and methods of teaching will be, consequently, a theory of knowledge, or how we naturally get to know. This problem has engaged the attention of philosophers from Plato to Spencer. The solution, however, will come from biology and psychology rather than from philosophic speculation. This will be based on the psychological processes involved in learning before schools were, after they are, and often in spite of hurtful habits of learning acquired therein. If the teacher knows the natural way of learning, safe principles of teaching can be derived therefrom, and safer methods of selection and presentation of material will follow.

As a corollary of this theory of knowledge will arise the problem of why the child learns one thing in preference to another. By this we mean a physical basis of interest, the spontaneous responses of original nature, both in its individual processes and in its attitudes and capacities as a whole. This will involve the question why pupils take to and excel in given subjects and fail in others, and what common elements may be found in native responses to successful subjects that can be worked over in those that seem to appeal less to instinctive tendency. As a matter of fact, people do find this common element in life outside the school and neglect the less attractive part of many of their necessary reactions or translate them into terms of an interest evolved out of their native attitude.

This question is bigger than how to make subjects interesting,

or how to get interest aroused. It means finding the causes of native interest, studying the modifications of native interest into habits of selection, and as a result the evolution of the higher interest resulting from successful effort in mastering the once distasteful reaction. Everyone experiences this when he suddenly hits on a successful way of performing some hitherto almost impossible task. Every teacher has seen this happen when a boy or girl suddenly seems to get light on a hated subject, showing the proper mental connection of the stimulus to the special ability capable of producing the "interested" or successful response. Here, too, the solution will come from biology and psychology, the cellular ability of the individual determining his native interests.

A third question that deserves special treatment in principles and methods of teaching is the emphasis on the type aspect of subject matter in such a way as to produce *habits* of mental connection, and not the mere knowledge of the generalization so commonly aimed at in lesson plans. The emphasis even in good teaching has been on the act of learning a given truth through the five so-called formal steps. Not much effort has been made to select type aspects of subject matter, and present these in such a way as to establish habits of mental connection and response that will lessen the necessity of manifold presentation of mere individual material. These habits of response and habits of attitude gotten from properly related presentation and generalization of type subject matter, gives what we might call the "intellectual character to the mind," the sum total of mental habits of association, analysis and reasoning, analogous to moral character, to sum total of moral attitude and habits of response to moral situations. This intellectual character, or point of view in regarding new knowledge, is what really constitutes Power as distinct from mere Information, or even from skill and efficiency. There is a large field here for intelligent practice and for studying results.

There is another problem in principles and methods of teaching which follows necessarily from the foregoing. The descriptive mental processes involved in a given lesson are fairly well grasped by good teachers. They have a sane notion of the importance of arousing a proper apperceptive basis as a preparation for presenting the new knowledge. They understand that the next step after setting the proper cells in vibration is to present the new related matter through as many senses as possible, the steps of sensation and per-

ception. They see, though with less clearness, and carry it out with less persistency in practice, the importance of the process of association and analysis, in comparison and contrast, and they seldom fail to draw the generalization, thus completing the inductive steps in a lesson on new subject matter. Nor are many of them remiss in the deductive processes, in seeking for some application of the conclusion reached in the lesson. But the *habit* of the individual himself looking out in the needs and opportunities around him to cause the truth of the school lesson to function in actual life is seldom thought of. The school habit is not made one with the life need. Good teachers usually are content to suggest some such process in the preparation, but little emphasis is placed on it as the true end of all learning. The ability to apply individually to new situations the new knowledge quickly and accurately is the goal of learning.

There are many special problems in principles and methods of teaching in the particular subjects of the curriculum. These problems will be solved almost exclusively by the intelligent application of dynamic psychology from the standpoint of the mental processes involved in a given subject. There is a great deal to be done in this field. Every school subject needs its proper psychological foundations established if the teacher is to help in the natural process of learning.

Take one subject, language and literature. We need to know the psychological basis of language origin, the genesis of the parts of speech, the relation of these to interpreting and producing compositions, and to understanding the masterpieces of literature. We need especially to understand the psychology of the emotions, and their expression and interpretation in literature.

Some of the most fruitful questions here are the psychological processes in the use of the so-called parts of speech, of the phrase, the clause, the sentence, and the order in which the child uses them. This will suggest a method and order of teaching them. Again the relation of the psychological processes to style, to the kinds of composition, description, narration, etc., and to the co-ordinate, subordinate and phrase unit of expression. The teaching and interpretation of, say, descriptive and expository composition and literature would be simplified by an analysis of the psychological processes involved in producing them. Compare any two writers from this standpoint: Poe and Longfellow, Macaulay and Carlyle. The fig-

ures of speech, considered from the standpoint of psychology as mere association or dissociation, might be found in the very early grades instead of being deferred to the high school. A similar psychological basis can be worked out for sentence length, paragraph structure and for the type forms of literature. The field here is still virgin.

Much good would result from some uniformity among writers as to use of terms in psychology. We are in danger of outdoing the scholastics, whom we blame for their barbarous philosophical cant. We are in danger of building up a lot of catch words based on mere description that have little foundation on the actual mental processes as they occur. If the emphasis were placed on the genetic and dynamic aspects of mental activity, and some general agreement reached on the use of terms, much would be gained toward worthy results in principles and methods, and toward building up a good body of educational literature based on a true psychology.

Psychology in this sense is still in its swaddling clothes. Psychological principles of teaching are consequently in need of much care and nursing. But instead of being discouraged at the prospect of the slow and not always responsive growth, we may rejoice at the pleasure of observing the healthful tendency among the truly sane workers in the field of educational psychology. "*Hoc pessimum (?) opus Deus dedit nobis, rerum cognoscere causas.*"

We shall take up in detail most of the questions stated in this article and give them a fuller treatment in some later issues of THE DIGEST.



Aunt Mary's Four Guests

J. D. COWLES.

"THE table is all set, Aunt Mary."

"All right," Aunt Mary answered, "we will have dinner as soon as the outdoor table is ready, too."

"Why," exclaimed Sue, "it's dreadfully cold. Who would want to eat outdoors to-day?"

"I know it is cold," Aunt Mary replied, "and for that reason I must be all the more particular to spread a nice feast outdoors, for I have four guests who come to eat there every day."

Sue was very much puzzled, and she watched curiously while Aunt Mary brought out a piece of suet and a slice of bread, and cut them into small pieces.

"The table is under the elm tree, just outside the dining-room window, and the guests are a squirrel, a bluejay and two little birds called sapsuckers."

"Oh!" exclaimed Sue, beginning to understand.

"I like to feed them at dinner time," Aunt Mary continued, "because then I can watch them while I eat my own dinner. They have been lots of company for me this winter."

"Oh, I should think it would be nice!" exclaimed Sue. "Can I help set their table?"

"Yes, indeed," answered Aunt Mary; and then they went out together to the little shelf under the elm tree, and there they scattered the bits of bread and suet.

"The suet helps to keep them warm in the cold weather," Aunt Mary explained, as she placed the last piece upon the board.

Then they hurried in, for it was cold, as Sue had said, and in a moment more were ready for their own dinner, for Aunt Mary lived alone, and Sue had come to spend her holiday vacation with her.

It was only a few minutes before one of the little sapsuckers appeared, and began to peck eagerly at the suet. He was working busily away, when down the tree came the squirrel. The little sapsucker hastily caught a bit of suet in his bill and flew back to the limb of the tree.

"Oh, that is too bad," exclaimed Sue. "Won't they eat together?"

"No," said Aunt Mary. "Sometimes the squirrel and the bluejay will eat together for a time, for the bluejay is nearer the squirrel's size, but the little sapsuckers are afraid of them both, and usually the squirrel is king of the feast."

Just then a gorgeous bird, which Sue knew from the color of its feathers must be the bluejay, came boldly down beside Mr. Squirrel. He fluttered his wings as tho for a sign to the squirrel to leave, but the squirrel did not think he had had his share, and nibbled away on his bit of bread. Pretty soon he took another piece and ran with it up the tree. The bluejay flew off with a piece of suet, and in a twinkling the two sapsuckers flew down and began to eat.

"It's just too funny," said Sue, "the way they take turn about. I wish they would all come and eat peaceably together."

"I wish they would," said Aunt Mary, "but they have not become that friendly yet. Perhaps they may before the winter is over, but I am afraid not. I notice, tho, that each one seems to get his share of the feast."

Just then Sam, Aunt Mary's cat, jumped upon the sewing machine which stood in front of the window.

"Oh!" said Sue in alarm, ready to run and take him down; but to her astonishment the two little birds went calmly on eating, and paid no attention to Sam, while Sam himself sat quietly by and watched the birds at their dinner.

Aunt Mary noticed Sue's look of amazement, and laughed.

"I don't wonder that you are surprised," she said, "but both Sam and the birds have learned that there is a good thick pane of glass between them. When they first began coming Sam was quite excited. He jumped upon the machine, scratched upon the glass, and of course frightened both birds and squirrel away. Then when they came again, he tried jumping for them, but he found that he only dashed his foolish little head against a very hard window pane. The birds, too, soon found that he could not reach them, and now they eat, as you see, while he sits and watches them."

Sue had almost forgotten her own dinner in her interest in the small visitors in "feathers and fur" just outside the window, and during all the rest of her stay with Aunt Mary she enjoyed her dinners more than any other meal, for she never tired of watching these small guests who seemed to find something different to do for her amusement every time they came to their outdoor table.

After Christmas

JENNY B. MERRILL, PH. D.

THE true fairy comes and goes quickly and to linger too long is to become disenchanted. Hence it seems quite distressing after the holidays to see pictures of Santa Claus remaining on the blackboards of our kindergartens. Should not directions be given to have such pictures erased before the children return? The children should never see them destroyed. We may spare them that sorrow.

While I object to retaining the Santa Claus pictures, I believe the children should be allowed to play Santa Claus if they wish to after Christmas as well as before. I have known children to do so in the home until March. This is *expression* and is natural, but that there should be no further *impression* of the story after Christmas, is my plea.

Occasionally the Christmas tree with many of its ornaments stands to greet the children upon their return. This is a faded glory and is not uplifting. The tree should be entirely stripped and appear in its natural state if it is to be retained for future work. Indeed, if it can be loaned during the holidays and when returned placed by the janitor out of doors in a sunny corner of the playground, it will be hailed with a new pleasure, and in a few days an entirely new group of associations will be formed. I find many mothers as well as kindergartners place the tree out of doors in a back yard. The first snowfall upon it is a delight to the little ones. It is such a loss to ruthlessly throw away a Christmas tree into the rubbish heap!

City children do not "know a tree," and to live with one a few weeks after Christmas means a rich experience. Many of our little ones love to sit on the floor and feel the tree's branches near them. They love to be held up in among its branches. How their merry laugh rings out after such a make-believe climb!

They love to put dolly on her chair and let her sit under the tree while they go to work at the tables. They love to tie on the red worsted balls and thus turn the tree into a make-believe apple tree, or, another day, to decorate it with orange or yellow balls, while they play they are in the sunny south among the orange and lemon trees. One fine day they tie on all of the colored worsted balls and play it is again a Christmas tree!

Some bright child may suggest getting a nest out of the cabinet to fasten up in the tree. Then all the bird songs and games are sung with fresh delight.

It is hard to know when to "let go" of this bit of the woods, but the best way is to do it gradually.

Early in January the trade games are usually introduced. In talking of the carpenter, what more natural than to suggest sawing off a few of the lower branches to see if our tree has some wood for us. This plan will be hailed with delight and the spoiling of the tree begins with joy and not with grief. A visit to the workshop or to the janitor in order to borrow a saw is now in order.

It is one of the little ways in which many principals encourage co-operation thruout the school.

The right tool obtained, a few branches are sawed off upon successive days, the kindergartner guiding the saw while the children come in turn "to help." They soon begin to realize that sawing is genuine work.

The ends of the sawed branches present a new color as a pleasant surprise, and the gathered chips give a spicy odor. It may be time for a march. The children carry the branches and wave them. The march over, the children are led to decide where to put the branches. They are placed over the pictures, or they are used to make a miniature forest in the sand table, or they may be carried home for mother and father, with a suggestion that it will be fine to see them burn if there is an open fire and mother will allow it. Father may make a rustic chair of the twigs.

For some days quite a tuft of branches is left at the top of the tree, for it is hard to let them all go, but at last it is decided to have a flagpole or a pole for a birdhouse. It has been known to be a lamppost to hold a letter on St. Valentine's Day!

Many twigs are packed into a box to be used thruout the year for little trees when representing parks and country scenes in the individual sand trays.

The needles dropping suggest making a fir pillow for the kindergarten or for dolly. Busy fingers strip the needles and children know more about the gum and the fragrance of the tree when they have finished the task.

The tree as a whole has vanished but it is not missed, and it has left its secrets deep in the minds and hearts of the children.

Later in the season some kindergartners suggest the tree is

a maple tree, and the sap is rising! A paper pail is hung on the little spout which is made from a twig and inserted in the dried trunk. Blessed imagination! What can we not have in this hard, workaday world if we can only learn to "make believe."

But Mayday is coming and the trunk of our Christmas tree becomes our Maypole, trimmed with colored streamers or decked with paper flowers which the children have been taught to make. Daisy chains and roses were favorites last year.

December greets May and we all go a-Maying.

Program for January

HILDA BUSICK.

FIRST WEEK.

MORNING TALK: The Children's Holiday Experiences.—What the New Year will bring them. The new month, the new calendar. New Year's Eve. The Bells, the Whistles. Day time, night time; the sun, the moon and stars; shadows. The clock. Light Bird.

Nature Material: Snow, ice, frost; sun, moon and stars; shadows.

Stories: Clocks and No Clock (Kgn. Rev., vol. 14); Peep Star (Morning Talks, Wiltse); Dilly, Dally; The Lost Penny (Kgn. Rev., vol. 16); or, The Sun's Long Fingers (Kgn. Rev., vol. 10).

A True Story of a Family Clock (KINDERGARTEN MAGAZINE, Dec., 1902, Vol. XV.

Songs: Happy New Year (Kgn. Rev., vol. 14); Twinkle, Twinkle, Little Stars: Greeting to the Sun (Songs of the Child World); My Shadow (sung to the children), (Songs of the Child World). New Year. (Dramatize Song.)

Games: Buying, selling, winding clocks; Hickory, dickory 'dock.

Finger-play: Winding the Clock (Songs of the Child World).

Pictures: Sun; Moon; Stars; Clocks; Father Time and His Children.

Rhythms: Dancing (as sunbeams); Skating.

Gifts: Building: Clock towers; mantel and clock; grandfather's clock; illustrate Morning Talk (Sixth Gift).

Seeds: horns; bells, clocks; watch; noon and stars.

Occupations: Drawing: Christmas tree with colored candles; toys; clocks; watches; illustrative of stories, songs.

Clay: bells, horns, toys, chimney, Santa Claus.

Painting: sky.

Cutting and pasting: moon and stars.

Construction: New Year's card (mail to the mothers).

Make a watch: Use a scrap picture of watch dial pasted on a milk bottle top colored yellow or on a silver disk, a picture-hanger between the two and a chain of raffia make a clock.

Upon seeing the picture accompanying the "Awakening Song" (Song Stories for the Kindergarten), the children asked to be taught the song. We learned one verse of it instead of "The Greeting to the Sun," and it proved a great favorite thruout the remainder of the year.

One of the children brought a Noah's Ark Book, one of his Christmas Gifts. He showed the pictures to the children, who then invented a "Noah's Ark" game.

SECOND WEEK.

MORNING TALK: The Days of the Week. The children's share in the work of each day; wash the dusters at home, wash them in kindergarten; ironing them; shaking out the clothes after mother rings them; hanging them on the clothes horse after mother irons them; the mother's work box; children keeping it in order; threading needles; the sewing machine. Cleaning Day, children help in the dusting. Visiting Day, children polite visitors. Baking Day, children bake with the mother. Resting Day, fathers at home, read to children, take them out.

Nature Material: Same as last week.

Stories: The Brownies; Charlotte and the Dwarfs (M. T. Wiltse); Dust Under the Rug (Mother Stories).

Songs: The Little Housewife (one verse), (Songs of the Child World); Hot Irons (Holiday Songs), (one verse); Thread the Needle (Songs and Games for Little Ones).

Games: Dramatize Morning Talk. The Mother's in the Kitchen (tune, The Farmer in the Dell); song of Home Work (Holiday Songs).

Finger-play: "Merry Little Men."

Pictures: To illustrate Morning Talk and Stories.

Rhythms: The Day's Work.

Gifts: Building (now including sixth gift; wash tubs; clothes posts (cord for lines); ironing table; stove; bureau; mother's chair and sewing table; furniture (dusted), church.

Seeds: clothes; contents of work box; sewing machine; pails, brushes, dustpans, brooms; bowl and spoons; pies, cakes, for baking day.

Occupations: Drawing illustrative of Morning Talk.

Cutting: clothes (paste on drawing of clothes line), towels and handkerchiefs; pail, dust pan; car (in which they ride to visit).

Clay: iron; spools; bowl; spoon; cakes, etc.

Painting: rugs.

Sewing: needle books.

This program was changed because of the children's delight in the snow storm on Monday morning. We talked of the children's pleasure in the snow, snowballing, making of snow men and forts, sliding, sleighing, different kinds of sleighs seen from our windows, their bells; uses of snow, covering for roots and seeds, melting, feeding rivers, lakes, giving water to roots and seeds; Jack Frost freezing water; listened for sleigh bells, for crunching of wagon wheels over the snow; looked for tracks of sleighs, wagons; for footprints of horses, dogs, people, of birds on our window sills; watched the street cleaners shoveling and carting snow away.

Songs: Merry Little Snow Flakes (Song Stories for Children); From the Height; Tracks in the Snow (Songs of the Child's World); The Sleigh Bells (Song Echoes).

Stories: Sleeping Acorns; Bunny in the Snow.

Games: Made a snow man, threw snowballs at him; children represented snow man, threw snowballs made of wadding at them; sleighing; dramatize Morning Talk.

Pictures: Children in the Snow; Snow Man; Footprints in the Snow; Skating in Central Park.

Rhythms: Represented activities connected with snow.

Gifts: Building: Various kinds of sleighs; forts; snow man (second gift); wagons; snowplows.

Seeds: snow man; shovels; brooms; horses.

Occupations: Drawing, Morning Talk and stories.

Cutting: bells, snowballs, snow man, "surprise" stars.

Clay: bells (wire and shoe button for tongue).

Folding and painting: sleds.

THIRD WEEK.

MORNING TALK: Continuation of snowy weather. How the children are protected from the storm; umbrellas, rubber coats, mittens, muffs, rubbers, boots, strong shoes; where they are bought; shoemaker; what shoes are made of; what rubber boots are made of; our rubber plants; their white sap.

Stories: Children Skating; Leather (adapted), (Wiltse); Goody Two-Shoes (in the Child's World); also book published by Heath & Co.).

What Happened to Teddy's Shoes, KINDERGARTEN MAGAZINE, Vol. XVII., Jan., 1905.

Songs: Jack Frost (Song Stories for the Kindergarten); Shoemaker (Songs of the Child World).

Games: Buying and selling umbrellas, shoes, coats, etc.

Finger-play: Shoemaker.

Pictures: The Snowy Day; The Cobbler.

Mother Goose: Little Betty Blue.

Gifts: Building: stores; skating house at Central Park; benches; bridges over Central Park Lake; delivery wagons; tie cord around bricks for shoe boxes.

Seeds: umbrellas, coats, muffs, tassel caps, shoes, boots, shoemaker's tools.

Occupations: Drawing; the snowy day; children skating; children going to the shoe store; buying shoes; delivery wagons carrying shoes home; shoemaker at work.

Cutting: umbrellas, mittens, boots, shoe boxes (paste on shelves), shoemaker's bench; shoes.

Pasting: pictures of shoes.

Construction: delivery wagon, muff (sheet wadding).

On Monday the children brought some of their toys. One brought a boat, which we copied with clay; another brought a train with track and tunnel; children made a game representing this; we cut paper locomotive.

FOURTH WEEK.

MORNING TALK: During January the children played constantly with the Christmas tree; as many of them are promoted on February 1st, we use the tree and the carpenter as our topics, so that they may get the benefit of this relationship before they leave us.

Woodman: trees cut down in the forest, oak, walnut, maple,

pine ; our pine tree ; how trees are cut, carried to saw mill, boards taken to the factories ; use of tree for flag pole ; cutting off its branches ; make swing, using pieces of trunk for the poles ; wood used for fire ; visit engine room to see and hear some of our branches burned.

Nature Material: Branches of oak, walnut, chestnut from our cabinet ; our pine tree, its sap, its needles, etc.

Stories: Crickelty, Crackelty (THE KINDERGARTEN MAGAZINE) ; The Honest Woodman (in the Child's World) ; The Logging Camp (adapted).

Songs: The Woodman (tune, "Zish, Zish," in Merry Songs and Games) ; The Saw Mill (tune, "Jolly Is the Miller," Singing Games, Hofer).

Games: Dramatize Morning Talk.

Pictures: Woodman ; logging camp ; sawmill ; logs carried by stream on sleds, on trains.

Sand : illustrate logging camp.

Rhythms: Chopping, sawing, hauling.

Gifts: Building : store, using small twigs of our tree for fagots ; logs tied in bundles, stove ; mill ; illustrate Morning Talk.

Seeds : tree, branch, saw, ax, flagpoles, window poles, swing.

Occupations.—Drawing : trees in the forest ; the woodman at work ; logs tied in bundles, store ; mill ; illustrate Morning Talk.

Clay : logs, boards ; the woodman's iron kettle, cutting, tree, ax, saw ; swing, tripod and kettle ; folding train to carry (clay) logs ; log cabin.

Sewing : pine pillows, use needles of our tree.

Construction : flags, using branches of tree for poles.

Some of the children carried home branches from the tree ; several of the mothers used them for decorations ; others allowed the children to watch them burn ; one made a large pine pillow, and one father made a chair which we now have in our cabinet.

FIFTH WEEK.

MORNING TALK: The carpenter, what he makes, material, tools. The new month, the new calendar. Promotion of six-year-old children. Visit to the classrooms to which they are going. Visit carpenter shop.

Stories: Jack and Jennie Sparrow (in the Child's World) ; What the

Chairs Said (Stepping Stones to Literature); The Birthday Rocking-Chair.

Songs: The Carpenter (Songs and Commentaries); Busy Carpenters (Song Stories for the Kindergarten).

Games: The carpenter's in his shop.

Pictures: Carpenter at work; Jack and Jenny Sparrow; The Building of the Barn.

Rhythms: Clapping to different time.

Finger-play: Jack's House Building (Kgn. Rev., vol. 12).

Gifts: Building: trains, boats, objects made by carpenter; bird houses; different kinds of chairs.

Seeds: tools.

Occupations: Drawing: illustrate Morning Talk; folding-table, chairs, bird house, shutters to represent a room.

Painting: table, chair, bird house, floor of room, wooden furniture.

C: stand for bird house.

Cutting: tools.

Casting: table cloth and plates on table; pictures of furniture into (folded) room.

Construction: furniture of wood for doll house.

On the day when the children were promoted, we had a little talk about their age, their birthday, what would be expected of them, how they could prove they were six years old. We shook hands with them and escorted them to their new teachers, left them in the new classrooms smiling and proud!

Recreative Games and Plays for the Schoolroom*

MARI RUEF HOFER, TEACHERS COLLEGE.

THE opening exercises this month are a continuation of the December program, which, it will be seen, come as naturally after as before the day of gift-giving, as they are based upon the toys in which the children are so much interested.

CHRISTMAS TOYS.

This lesson is best given the week following Xmas. Let the different children show in pantomime the toys they have received.

*Miss Hofer will publish this series in book form after they have been concluded in the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST. In the February number there will be a discussion of rhythm for the kindergarten.

The guessing what they are from the imitations will cause much merriment. Let the good imitator become the leader of game.

A.—The Jointed Doll offers many suggestions for finding *centers of motion*. Let the children experiment finding joints.

1. Head and neck—up and down—right and left.
2. Arms—up and down—outward—front and back (width of body) around.
3. Hips—up and down (arms fall stiff).
4. Legs—front and back—stiffly, 1-2-3-4 right, left, etc.

End game with dancing dolls. Wind them up and go round and round, or as if on springs up and down.

B.—Chinese Mandarin.—(Sitting on the floor or desk top, legs crossed and arms folded.)

1. Head moves slowly—back and front.
2. Head moves slowly—right and left.
3. Eyes open and shut—with head movement.
4. Let the movement slowly come to rest. Sit perfectly still. Seats.

This is an excellent relaxing and quieting exercise and can be used after a noisy mood. Should be given to slow, quiet directions.

C.—Jack-in-the-Box.—(Class in aisle.)

1. Jack in box ready to spring—knee bend—hands on knees—feet together.
2. Lids off! All spring upward.
3. Dance on springs—lightly on toes.
4. Gradually dying down to quiet.
5. Closing lids—gradually sinking to first position to signal from teacher.
6. Put boxes away. Seats.

This exercise requires much self control, and should be practised frequently until children are elastic and steady.

D.—Jumping Jack.—(Class in aisles.)

1. Jack ready—jump lightly from seat on balls of feet.
2. Jump—legs and arms extended sidewise. Count eight. Position.
3. Jump—alternating legs and arms.
4. Jump—clapping hands in front for cymbals.

5. Jump—clapping hands front and back.

6. Jump—clapping hands over head.

This exercise is rather strenuous and should not all be given at once. Let the children perform different movements, some of which are given above. The exercise requires good co-ordination and will have to be practised on by the slow children. It is better for the older ones.

E.—Rocking House.—(Class in aisles.) “Let us turn ourselves into stiff, wooden horses.”

1. Ready for ride—position. Advance right foot. Take reins.
2. Rock forward and backward (legs and body stiff and wooden) by throwing weight from right to left foot.
3. Ride faster—lift feet from floor.
4. Around room, increase speed and move forward with a little hop on each leg.

This exercise is strongly energized and should not be continued too long.

Other plays can be improvised from musical instruments, tin soldiers, etc.

SNOW AND ICE PLAY.

This material can be used most effectively after the children have watched a snowstorm and played in the snow. During the “hold” the play can be made more real by asking, “Can you see them?” “I wonder if you can count them.” The following lesson illustrates the material “talked out” in the teacher’s own words.

Movements—Floating movements with hands and arms and fingers, head movements, large arm and leg movements, bending, throwing, pulling, stamping, rolling, pushing.

LESSON I. THE SNOWSTORM.

A.—Watching the Clouds.—Teacher: “Did you ever see the clouds get ready for a storm?”

1. Let us look up in the sky and watch them.
2. See how heavy and gray they hang.
3. Look to the left and turn slowly to the right and see how they move.
4. Turn to the other side. (Slow head movements.)

5. Now the flakes begin to fall. You can almost count them. "Hold!"
6. How they come faster and faster.
7. Now the wind sends them whirling and dancing and drifting.
8. Soon the flakes cover up everything and the world will go to sleep.

(Let children droop on desk for a moment and rest.)

B.—Shoveling Snow.—There is a great deal to do after such a heavy snowstorm, so put on your coats and mittens and get out your shovels and brooms.

1. Let us shovel the deep snow first. (Grasp the handle scoop, shovel, throw.)
2. Now for the broom brigade, sweep, right, left, etc.
3. Let us shake the heavy snow out of our brooms, shake, shake, etc.
4. Now for a good straight sweep down the path and we are thru. (Running down the aisle and back.)
5. Let us all sit down in the snow for a moment and catch our breath. Seats.

LESSON II. PLAYING WITH THE SNOW.

*A.—Making Snowballs.**

1. Stoop to gather snow.
2. Rise and pat balls with the hands.
3. Place on the desk. (Repeat not more than four times.)
1. Let us kneel to make a large number for a snow battle.
2. Kneel on right knee and make them.
3. Kneel on left knee, repeat.

B.—Throwing snowballs.

1. Stoop to the left to get ball.
2. Stand erect and take aim.
3. Throw ball. (Get good stretch out of this exercise.) Repeat the same to the right.
4. End the game in a free battle.

In this play let the children face across aisles, or one-half the room against the other. Build an imaginary snow man, or set up

*Snow Balls—Mrs. Knowlton's Songs of Nature. Besides the songs which furnish motives for this play, find instrumental music in Vols. I. and II. of Music for Child World—Hofer.

one of the children for a target. Get good shoulder movement and throwing.

C.—Warming Hands.

1. Rub hands together briskly.
2. Blow the warm breath on them.
3. Throw them around you as you have seen the coal drivers do.
4. Swing first right arm, then left, by twisting the body from side to side.

D.—Warming feet.

1. Lift one leg and then the other as if stamping in the soft snow.
2. Spring from one foot to the other, slowly at first, then faster. (Stamping in the soft snow will not make any noise.)
3. Now we must go home. We have had a good time.
Seats.

LESSON III. ICE SPORTS.

A.—Running and Sliding.—Sliding and pretend skating can be done on a very smooth floor. Sing some little skating rhythm.

1. Sliding, run, run, slide, etc. Repeat as many times as you like.
2. Skating. Right, left, right, left, etc. For both these exercises place hands on hips for balance.

B.—Tramping or wading in the Snow.

1. Slow high stepping on balls of feet. Tramp, right, left, etc. (Teacher counts slowly, indicating effort of pulling feet out of snow by voice.)

ESKIMO GAMES.

All this series should be reactions of actual out-of-door play if it is possible to have to have it. The children who are studying about the people of the far North will be interested in the games of the Eskimo children at this time. These are especially "boy games."

1. *Rolling down hill.*—Making snowballs of themselves by putting heads between legs and clinching hands on ankles and rolling down hill in snow, suddenly spreading out and stopping at bottom.
2. *Racing on hands and feet.* Stiffening whole body and walking forward on all fours (on clinched hands) by short, jerky movements.

3. Standing erect and stiffening the whole body, going forward by short, stiff jumps. (Excellent for energizing. Let all race for a moment or two.)
4. *Ball plays*, with snowballs (like our bean bags). A favorite game is keeping ball in the air.
5. Playing snow and ice hockey by the older boys. Sledging, sliding, running bases on the ice.
6. Imaginary reindeer hunting on sledges. Playing at musk-ox or at polar bear, two boys placing skins over back, imitating movements and sounds.
7. Catching and harnessing dogs, getting ready for a hunt, whale and walrus fishing.

All of these make excellent, real out-of-door plays and should be encouraged as such, especially in the snow season.

The children might dramatize a journey by land, loading the sledge, driving the dogs (trying to flick the ear of the lead-dog), representing the animals seen on the way.

Hints on Shaping Outlines

MARY A. WELLS.

I. Consider the amount of time at command and how best to divide it.

(a) Divide into two short periods.

(b) Give work requiring the most attention, concentration and conscious thought to the shortest periods.

(c) Alternate work and play. Alternate rest and activity. Alternate dictation and free play. Alternate a gift or occupation requiring much thought with one in which action or manual work is prominent.

II. Consider well what you wish to lead the children to gain through their play—and why.

(a) Consider how you can best lead them to find the new idea.

(b) Consider what gifts and occupations, stories, games and facts will best aid.

(c) Consider how to make the children happiest in finding and expressing the new thought.

III. Note all results and build better for each to-morrow.

Art Work in the Kindergarten and Primary Grades*

ROBERT DULK.

A NEW year is upon us and with it comes new ambitions, new plans and hopes and so, too, new failures and disappointments, but let us go forward with a stout heart and a firm determination to win; obstacles will disappear if we but meet them with this resolution.



ILLUSTRATION 1.

We shall begin our work this time with a calendar and let the first attempt of the year be a good one. The larch was taken for a motive. No doubt most readers who have followed up these articles will know at a glance how to proceed with this drawing. To

*This series of articles began in the September number and back numbers can be obtained at 15 cents each.



ILLUSTRATION 2.

those who have not, however, a few hints will set them on the right path. Having divided your drawing, put in the stems lightly and see that your space variation is good; follow this by indicating the cones and leaves; the marginal sketches will show how these are finished. After putting in the nodes accent the whole with some strong touches of the pointed chalk.

In illustration number two it will be seen that the drawings are not anatomically correct, but that is not important. What we want here is the ability to draw the subject quickly and at the same time get a fair representation. By examining figure A the reader will notice what the initial steps are. Lightly draw an oval for the body and another for the head, the C stroke is used for the shading; follow this by putting in the ears, eyes and toes; the eyes are best put in with the blunt end of the chalk in the same manner as directed for the holly berries in our last lesson. A small perpendicular stroke with the pointed chalk will indicate the pupil of the eye (see margin).

In drawing figure B the same methods can be pursued. It will be seen that the oval form plays a large part in this work. In fact it is safe to apply it in most cases where animals are to be drawn; mice, rabbits, squirrels, pigs, birds, etc. are based on the oval and can be easily drawn by using it as a foundation.

In drawing figure A lay out the space the design is to occupy; then by using the side of the chalk put in the gray tone in the upper portion; best results can be had by drawing the chalk up and down and from right to left; this done, faintly sketch in the

rails and the form of the robin as indicated in the margin, using the C stroke in shading. We may now work with both chalk and charcoal, using the latter on the head, back, tail, feet and under the wing, blending it into the chalk with the finger where it is desirable. After the rails are drawn a few touches of the charcoal will add to the relief of the same. To draw figure B faintly indicate the wall and position of the egg. Directions for drawing bricks were given in the Christmas number and are applicable here. The egg is shaded by means of the C stroke, after which the face may be introduced, the foreground touched in and the whole pointed up. It would be well for the teacher to draw this subject in two parts, one to have the egg on the wall; part two having the broken shell lying in the foreground, as indicated. They were combined in figure B to save space.

Let us return to figure A in illustration No. 2. We must not overlook the fact that here we have a good motive for decorative treatment. Let the teacher draw a number of these in a row for a border effect, and if the saucer be placed before each and the whole enclosed with a wide band the result will be pleasing. Again 3 or 4 might be placed in the upper third of a rectangle and worked into a calendar design with good results.

Where a number of the same subject are wanted as the border



ILLUSTRATION 8.

indicated above time can be saved by using a cut-out made of stiff paper. Such methods should, however, be seldom resorted to, for it is better to draw free hand, thereby acquiring speed and dexterity, than to be obliged to rely on help of this kind.

To Encourage the Search for the Good

At this season of the year when all minds are open to thoughts of peace and good will, we have been asking ourselves what might be done to counteract, in part, the influence of the daily papers, whose detailed accounts of thefts, forgeries and other crimes do more to hinder than to help usher in the era of brotherly love.

One result of our thinking is the following offer:

To that library or that individual under seventeen years of age who will send us before the fifteenth of May, 1907, a scrap book containing the largest number of items taken from the daily newspapers recording some deed of helpfulness or heroism, we will give ten dollars in cash.

Each item must be from a different journal, altho if the same deed is reported in two or more papers the different accounts will be counted as separate items. A group of children may work together, altho in that case, the group must be counted as one body. To each item paste the name and date of the paper, cut from the same paper.

By thus leading the children to a search for brave and generous deeds we hope to form a habit of mind that may replace the prevalent desire for sensational news with something higher and better.



From the Editor's Desk

The Kindgartners of Great Britain have sustained a heavy loss in the death, July 11, of Miss Adelaide Wragge, principal of the Blackheath Training College, London. We quote from a letter written by Grace Owen, of The University, Manchester, England:

"She drew much inspiration for many years from her study of American education, and especially of the kindergarten movement. The Mission Kindergarten in London, which was started by her, and which is largely supported by her students, represents an effort to do for one little group of London children what is done for hundreds of such groups in your mission kindergartens.

"Miss Wragge's students are now doubly anxious to establish this kindergarten on a firmer basis that the fruits of her efforts be not lost; we therefore wish to make it as widely known as possible. Visitors from America and Canada would be made particularly welcome by Miss Muriel Wragge should they care to visit the kindergarten when in London."

Miss Wragge's sudden illness made it impossible for her either to accept the invitation of the I. K. U. to attend the last convention or to send an account of the progress of the Kindergarten movement in England. The fruits of consecrated effort can never be really lost, and we may be sure the good work inaugurated by Miss Wragge will continue to grow itself and to inspire similar efforts in others. American kindergartners visiting London will be glad to avail themselves of the invitation set forth in the above letter, and to do what they can to further the work so well begun.

Apropos of Mrs. Evans's article in the present issue of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST, it is of interest to note that business men appreciate the value of household responsibility in making for efficiency. Some years ago the *Youth's Companion* printed an item stating that in New Zealand business men would ask the young women who sought employment in an office if they had had experience in housework, they having discovered that girls who had been active in the home were very much more efficient in the office. The multifarious calls upon one's ingenuity and quick wit and ready adaptness to unexpected emer-

gencies which characterize household responsibility develop qualities appreciated by the business man who wants an assistant with a head.

Mrs. Evans' paper also is opportune, recognizing as it does that there is some radical change necessary in the education of our girls if they are to become the efficient, radiating centers of wholesome, happy homes.

As on the one hand we free the little child from unhappy, unnatural labor and unchildlike cares, so the irresponsible, careless maiden in the home of wealth and culture must be trained to happy, womanly responsibility.

Apropos of the Santa Claus myth we would say that we do not remember that we ever really believed in the reality of Santa, but we dearly loved to think and talk about him and the verses of "The Night Before Christmas," we repeat with renewed pleasure every recurring Christmas Eve.

A materialistic parent will create a materialistic Santa Claus. When a child asks directly the question: "Is there a Santa Claus?" to reprimand him for asking a perfectly natural question and to insist that there is literally such a being comes pretty near to deceit. The wise mother will lead him to feel that Santa Claus embodies an ideal so great and beautiful that it will take all the loving actions of every human being, big or little, in all the world, to realize it.

The universality of the myth, in one form or another, indicates that it fills an important need of childhood.

The jolly as well as the tender experience is wanted. The attempt to entirely replace jolly St. Nick by the more spiritual Christ-child would probably end in degrading the latter to something nearer the Santa Claus idea. Both conceptions are necessary. If the embodiment of one were forcibly removed, the idea would be embodied in other forms sooner or later.

The KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST for February will give a list of the leading pedagogical journals, both foreign and domestic, with digest of their important articles.

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SUB-COMMITTEES

(1) *Accommodations and Transportation* (Railroad rates, information

bureau, hotels, boarding houses, etc.)—Supt. Samuel T. Dutton, Chairman, Miss Hortense Orcutt, Dr. E. Lyell Earle, Miss Lucetta Daniell, Miss Harriet B. Littig.

(2) *Finance*.—Miss Jenny Hunter, Chairman, Miss Anna Harvie, Mrs. James Gayley, Supt. Clarence Meleney, Dr. John H. MacCracken, Miss Ruth Babcock, Miss Bostwick.

(3) *Exhibits*.—Mrs. M. B. B. Langzettel, Chairman, Professor Arthur W. Dow, Miss Caroline C. Haven, Miss Harriette M. Mills, Miss Blanche Bosworth, Miss Ruth Tappan.

(4) *Printing* (Circulars of information, badges, etc.)—Miss Luella Palmer, Chairman, Mr. Clyde Furst, Miss Elise Underhill, Miss Helen Orcutt.

(5) *Program and Press*.—Dr. J. A. MacVannel, Chairman, Miss Patty S. Hill, Miss Alice Fitts, Miss Grace Fulmer, Miss Bertha Johnston, Miss May Muray, Miss Caroline G. O'Grady.

(6) *Place of Meetings, Decorations, Etc.*—Miss Jenny Merrill, Chairman, Dr. James P. Haney, Miss Florence Wood, Miss Mary F. Shaeffer.

(7) *Entertainment* (Reception, excursion, lunch, etc.)—Mrs. L. M. Luquer, Chairman, Miss Robb, Mr. B. R. Andrews, Miss Mary H. Waterman, Mrs. Richard Aldrich, Miss Blodgett.

(8) *Music*.—Mrs. Harry Arnold Day, Chairman, Mrs. A. T. Jones, Mrs. E. G. Love, Mr. William H. Neidlinger, Professor Charles H. Farnsworth, Miss May H. Waterman.

The Corresponding Secretary of the I. K. U., Miss Stella L. Wood, writes:

The number of Branch societies is increasing, and for the benefit of any others who may wish to affiliate with the Union the secretary makes the following statement: "Any society whose purpose is to promote the kindergarten movement is eligible to active membership, and upon application will receive a blank for names of officers, etc., and after approval by the committee and payment of the annual fee, the society becomes a Branch of the Union. The fee is five dollars annually for societies numbering less than seventy-five members, ten dollars for those whose membership is more than seventy-five. The secretary will mail a copy of the Constitution to all applicants, with full details as to delegates, etc. We have had the pleasure of admitting Branch societies from two states hitherto unrepresented in the Union, Virginia and Montana. Other states we hope to add to the list before the April meeting in New York.

The advantages of associate membership are many, including a copy of the report, badge at the convention, notification of the date of meeting, advance program, and name and address printed in the report. The annual fee is one dollar.

The corresponding secretary has on hand a large number of copies of the Toronto report, and as it contains much valuable material, wishes to call attention to the contents. In addition to the Constitution, list of officers, branch societies, etc., there is a report of the Conference of Training Teachers and Supervisors, a paper by Miss Patty Hill, Teachers College, Columbia University, on Materials and Methods, including discussion of dictation, imitation, suggestion, and freeplay; a paper by Miss Laura Fisher of Boston, presenting another view of the same subject, and one by Miss Alice Temple, School of Education, University of Chicago; a paper on Supervisor's Problems, by Miss Georgia Allison, whose death was such a loss to the work in Pittsburg; Kindergarten Examinations, by Miss Alice O'Grady, Chicago Normal School, and two short papers on Plans of Work, by Dr. Jenny B. Merrill of New York, and Miss Elizabeth Harrison of Chicago. All this valuable matter may be obtained at the rate of fifteen cents for one copy, twenty-five cents for two, ten copies for one dollar. The secretary will endeavor to fill each order with promptness.

The Milwaukee report will be in the hands of the members by the time this MAGAZINE appears, unless some unforeseen delay occurs.

Notes from the Kindergarten Field

The Program

At the November meeting of the Kraus Alumni Kindergarten Association, the subject was "The Program." Mrs. Kraus-Boelte said in part:

A "set program" is contrary to my conception of Froebel's idea of the kindergarten. If by "program" one understands merely an outline of work and play in reference to time and conditions, then it is right and needful. The kindergartner must be conscious of her aim, which is the full development of the child individually, and must take the best way to realize it. After experience and practice, only the merest outline will be necessary. A "set program" was never intended by Froebel; and to the kindergartners and also to the children such a program would be equally harmful, killing all spontaneity.

This general plan should be filled in according to the needs of the children. In the beginning of a season one cannot determine how much of a gift or occupation can be given. The "effort" of the child is the important thing. The gifts and occupations while forming a whole, may be adapted and extended to meet the needs of a particular class or child; or the same play-lessons may be carried on by means of different gifts and occupations. The kindergartner, who understands the underlying Froebelian educational truths, will utilize the kindergarten play-means in order to reach the desired result, without making them the *aim* and *end*.

Outside material and natural objects form the supplement, as occasion happens to offer; these should possess fundamental characteristics in connection with those of the kindergarten. There is no place in the kindergarten for manual work, as such; each gift and occupation has its place, strengthening in another form the truth of the fundamental laws. With Froebel's great law of continuity and of the connection of opposites the child forms, makes, changes, originates, with slight effort, giving proof of freedom within certain limitations.

The plan should be outlined with regard to the seasons and the interests of the child. There should be also, a continuity of gifts and occupations, which become, in this relation, a "means" for the child's development, thru law, by self-activity.

The sessions should be divided into short periods, and that work which requires the greatest concentration given first. The Morning Talk, as such, is no necessity. It often becomes mechanical as it consists of the kindergartner's chosen subject.

The results of the kindergarten are not tangible and appear, often, only in later years as the increased power of accuracy, attention, obedience, etc. To attain this end the kindergartner must understand the laws of growth. No program should stand in the way of a child's advancement, nor should it hurry his development.

Froebel has laid the foundation for a general procedure which is to underlie all play-work; and his idea and thought may be clothed to suit the occasion and particular environment; but it should never be sacrificed. For if this were done, the effort becomes an empty thing and contrary to the idea of true educational thought; and, therefore, would have no claim to be called "kindergarten." Education must proceed in an orderly way and the kindergartner's duty is to try to study the individual needs of each child and thus gain an insight into the character of each child which will give her the clue to the trend of the following day's work, within the range of her outline-plan. For the kindergartner is ever to be an educator and not a teacher. It is the "formation of habits"; of correct systematic thought and work, the cultivation of respect for law and the rights of others, of willing obedience to necessary regulations, that we are concerned with, and those agencies which, in the end, build strong characters, that we must make use of.

No program should advance a child at an earlier moment than his understanding and ability permit. Our aim, as educators, is the development of

the fullest and soundest mental, moral and physical life of which the particular individual is capable. If we are not careful our beautiful kindergarten system will be in danger of becoming a play-school where freedom has become license. The kindergartner's success rests less in her ability to plan a program than to apply Froebel's methods properly.

The Association of Public School Kindergartners of Manhattan and the Bronx gave a reception November 22 to four of their number who have been recently called to training school positions, as follows: Miss Elise Underhill, to the Normal College; Miss Mary Schaeffer, to the Ethical Culture School; Miss Luella Palmer, to Teachers' College, and Miss Blanche Bosworth, to the New York City Training School.

Dr. Jennie B. Merrill was upon the same occasion the recipient of a pleasant surprise, it being the tenth anniversary of her appointment as supervisor of kindergartens. Miss Orcutt, president of the Association, was most happy in her remarks both with reference to the young women who have been called to new spheres of responsibility and in paying tribute to Dr. Merrill's years of efficient service in the New York Kindergartens. Since her administration the number of kindergartens have grown from few to many, and as she said, Dr. Merrill has had special success in keeping in intimate touch with all those under her supervision. Each has been to her an individual and not just one of a group, and the individuality of each has been allowed scope in her own kindergarten. As an expression of their appreciation of all that she has been to them as friend and counselor the members of the Association gave her a most appropriate souvenir in shape of an office calendar desk of the plain frosted silver. Each leaf bore a heart message from one of the kindergarten directors in some cases the page being decorated with a quaint or beautiful picture of special significance to the writer and the reader.

Miss Underhill sang some charming old ballads and another member gave some exceptionally beautiful violin music.

In her delightful response Dr. Merrill gave an appreciative recognition of the loyal cooperation of her many co-workers and then, in speaking of the ideal under which she supervised she quoted what she had recently said to one of the English visitors: "I defy anyone to find among my kindergartners any two who are alike."

What a day that will be when this principle rules among all school boards and superintendents.

KINDERGARTEN MAGAZINE AND LITERARY DIGEST, *New York, N. Y.*

TO THE EDITOR:—The Kindergarten Department of the Iowa State Normal School has had a steady growth since its organization two years ago.

Miss Florence E. Ward, formerly principal of the Ft. Worth Kindergarten College, is at present in charge of the work.

A class of eight graduated from the two years' course this summer. Twenty-eight young women are in the department at present.

Kindergartners trained at the Normal are teaching in the following public schools of Iowa: Mary Williamson, LeMars; Kathrina Bowlus, Waterloo; Lou Sheperd, Hampton; Eugenia Ballard, Mason City; Edna Erwin, Mason City; Lucy Mack, Odebolt; Minnie Godfrey, Iowa State Normal.

There was an enthusiastic session of the Kindergarten Department of the North East Iowa Teachers' Association at Cedar Rapids recently, with Mrs. Pluma Carruthers as chairman of the meeting. The subject under consideration was the relation of the Kindergarten to the Primary School. Miss Ward gave a short talk, which was followed by a spirited discussion.

Waterloo has seven public school Kindergartens. Mrs. Pluma Carruthers is the Supervisor.

There is a flourishing Kindergarten at Waverly, in charge of Miss Miriam Hoover.

SECRETARY.

What is the Final Aim of a College Education?

Miss Laura D. Gill, dean of Barnard College, addressed the Kindergarten Union of New York and vicinity in October. She called attention to the change of attitude toward Education in recent years, as shown by the replies to the question, "What do you think is the aim of a college education?" given by students six years ago and the replies given to the same question by students to-day. Six years ago the greater number thought that the development of the individual to her best was the great aim; to-day, more than half said that the aim was equipment for service. Dean Gill asks: To what degree is this change to be attributed to fashion, to a fad, and how much to honest opinion? Is either extreme necessary? Is the development of the individual necessarily selfish? Can you have perfection of the individual excluding the purpose to serve? She regarded kindergartners as peculiarly apt to give themselves to service for service sake, and that there was danger here. In the temptation to do, to be eternally active, one might lose sight of the fact that to *be* was more important than to *do*.

The Chicago Froebel Association began its thirtieth year September 6, 1906—veteran tho it be, years of service, its spirit is perennially young—baptized, as Mrs. Putnam has been, with the baptism of Froebel, the teacher whose ever present purpose it is to encourage creative self-activity, alike in student and child, will never grow old in spirit or method.

The instructors are: Mrs. Alice H. Putnam: Education of Man; Mother Play; Theory and Practice of Froebel's Play Material; Educational Reformers. Miss Mary L. Sheldon: Froebel's Occupations; Nature Study; Programs and Games. Prof. Jas. R. Angell (head Professor of Psychology, University of Chicago): Psychology and Child Study. Prof. and Mrs. W. D. Mac Clintock (University of Chicago): Literature. Miss Eleanor Smith (School of Education, University of Chicago): Singing and Development of Musical Taste. Mrs. Gudrun Thorne-Thomsen: Story Telling in Kindergarten. Miss Rose Gyles, A.B.: Physical Training; Gymnastic and Folk Dancing. Miss Helen Putnam: Elementary Design and Clay Work. Dr. Katherine Dopp (University of Chicago): Ten lectures on General Principles of Education. Primary Methods [Instructor to be announced].

The Saint Louis Froebel Society, at its annual meeting in September, elected the following officers to serve the Society for the ensuing year: President, Mary C. McCulloch; Vice-President, Mabel A. Wilson; Recording Secretary, Gertrude E. Crocker; Corresponding Secretary, Jennie C. Taylor; Treasurer, Nellie Flynn.

In a previous number of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST we had something to say about the Public Schools Athletic League of New York City, but were unable at the time to say very much about the girls' branch.

We learn that some of the dances which are used in the girls' branch are the *comerinskia* (Russian), the Scotch fling, Hungarian *czardach*, the Italian *tartantelle*, beside a number of Swedish and German peasant dances. There has been already at one school an inter-class competition in dancing alone, but at most of the schools the competition games are used as well, and these are principally the games in which a large number can take part at one time, as in relay races of various kinds.

We quote from the report of the Convention of the Public School Physical Training Society, as published in the *American Physical Education Review*, of September, 1906:

Miss McAleer, principal of public school 188, in which the meeting was held, was asked by the President of the Society to speak upon any noticeable effect upon the children that she might have observed, outside of the naturally

good effect the bodily exercise itself would have. Miss McAleer spoke substantially as follows:

"About two years ago, Dr. Grossman, one of New York's most distinguished rabbis, while visiting our school, remarked that our children did not know how to laugh. The remark evoked indignation on the part of one of the teachers. I kept silent, for it set me thinking. I wondered if this could be true, and started to notice the children more closely. My observation brought me to the conclusion that Dr. Grossman was right. Merely telling the children to laugh when they sang even failed to evoke a smile. Solemnity marked every action.

"Shortly after Miss Burchenal started the classes for the rhythmical drills, I remained one afternoon to watch the girls—I think it was about the sixth lesson. Then for the first time, I realized what Dr. Grossman meant. This time the laugh was not facial, though every muscle was relaxed, but the eye of every child was beaming with merriment and pleasure. "At last," I said, turning to a teacher who stood near by, "the girls know how to laugh. Look at their eyes! Look at their mouths! If this does nothing more than to make our girls merry so that laughter will be genuine and natural to them, then I shall welcome it and urge its introduction into the curriculum."

"Miss Burchenal has taught our girls how to laugh. We owe this to her and thank her most heartily for the lesson."

Miss Mina B. Colburn of the Cincinnati Kindergarten Training School writes:

New kindergartens are being opened each month in our public schools. They now have twelve with an appropriation available the first of January for as many more. We are indeed fortunate in their slow introduction, making careful supervision in the beginning possible. The Board of Education has been exceedingly generous in providing an excellent permanent equipment, and the new school buildings are to have model rooms. I think you are familiar with the way in which our kindergartners' time is used; the morning only for kindergarten, one afternoon for the conference, two afternoons to assist the primary teachers in music, games, and construction work, the remaining two given to the mothers' work, their meetings in the kindergartens or visiting in the homes. We have tried this plan for about a year and now it seems the opinion of the various principals, so far as I can ascertain, that it is working adequately. I will enclose one of our announcements which gives all the data I think you require regarding our affiliation with the University, this also seems to be working out very well. Our good friends, Mr. and Mrs. Gamble, are placing in our public school kindergartens, some very beautiful pictures and we have evolved a plan by which each picture is to remain for two weeks in each kindergarten, thus making it possible for all to have the advantage of some twenty-five or thirty real works of art.

The Chicago Kindergarten College, Miss Elizabeth Harrison, principal, has changed its headquarters from its old home, 10 Van Buren street, to the fifth floor of 1200 Michigan avenue.

TO OUR READERS:

The editors will welcome any suggestions you may make, looking to the improvement in any way of the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST.

What changes would you suggest as to contents, form, cover?

Have you any preferences as to receiving the magazine folded or flat? If so, write to

THE EDITOR,
KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST,
59 West 96th Street.

Book Notes

CITIZENSHIP AND THE SCHOOLS, by Jeremiah W. Jenks, Ph.D., Cornell University. This is an exceedingly interesting, practical and inspiring volume for teachers of all grades, from the kindergarten thru the University. It consists of a series of lectures delivered in different times and places during a number of years, but upon topics and in a manner still timely. Most of us are conscious, as the writer points to the lack of a genuine, patriotic interest in politics shown by the majority of those who have the privilege of voting, and the purpose of this book is to indicate how such patriotic loyalty can be inculcated and trained in the schools. He would make social service the keynote of every study and the center of correlation round which the curriculum revolves. To do this wisely the educator must be familiar with the laws that govern the growth of social institutions. He must know his own times, both with reference to the past, to the present and to the future in order to prepare his pupils to understand the questions they may have to face in time. "The example of the wise teacher and the habit of making frank judgments on the right side in literature and history will greatly aid in making sound judgments in life—especially if the skillful teacher without too obvious effort, takes occasion to raise problems for the child to settle which will serve as precedents when real tests come later in life. The first lecture treats in a general but practical manner of the "Training for Citizenship." No. 2 considers "The Social Basis of Education." In this, as in one or two other places, the author makes a plea for a larger proportion of men in the public schools, giving full credit to the fidelity and skill of the woman educator, but arguing that "in order to come into touch with life our children need contact with the business world as well as with home," women are relatively speaking deficient in certain kinds of industrial experience, of industrial processes. He urges that teachers should strengthen their hold upon their pupils by familiarizing themselves with the business life of the community in which they live. Chapter III. deals with the "Making of Citizens." He says that "the love of the practical in our American character is not a sign of degeneracy; but we need to consider what it is that we think practical. Are the ideal and the practical at odds?" And he proceeds to show that they are not. And indicates how the teacher by reference to history, literature, poetry, can lead the child to an understanding of what is true success, true greatness, and true patriotism, and suggests how to train him to act upon this knowledge. The fourth chapter, "The Relation of the Schools to Business," discusses this question in a trenchant and thoro manner. Here he speaks with great insight about the problems of labor and capital and what the school can do to inculcate a right attitude towards work, a sense of obligation on part of both employer and employed and a desire to be true and just in all the relations of life.

Education in Commerce is of special interest just now after the recent Pan-American Congress in South America, with the possibilities for business increasing in foreign countries. It seems that there is room for much improvement in our relations with foreign countries if our intercourse is to be mutually beneficial.

"Free Speech in American Universities" is an illuminating chapter, and altho written at the time of the resignation of President Andrews from Brown University, it is of perennial interest and value.

Chapter VII, "A Critique of Educational Values," is a very suggestive discussion of the college curriculum, and if every college graduate could stand his test how many more truly successful lives there would be. He says:

"Every college degree should signify that its holder has had in at least one subject a training so thoro and complete as to arouse in him a permanent interest and make him capable of going ahead in independent work in that line with a reasonable degree of certainty that fruitful results will follow."

"The Policy of the State toward Education" and "School-book Legisla-

tion" are the titles of the concluding chapters, both will repay thoughtful reading on the part of educators. Henry Holt Co., New York.

PUCK OF POOK'S HILL, by Rudyard Kipling. In writing this fascinating mingling of history and imagination, Mr. Kipling has certainly been endowed with the magic powers of which he writes so delightfully. Thanks to Puck's friendly co-operation a twentieth century boy and girl hear heroic men of old recount the stirring adventures in which they played a part. Mr. Kipling is equally successful in his picture of two, happy, wholesome, imaginative children of to-day and the life and ideals of the centuries gone by. He revives with rare skill the England as she was in early Saxon and Norman days. The book should be accessible to all children studying early English history. Doubleday, Page & Co. \$1.50.

THE STORY OF POCAHONTAS AND CAPTAIN JOHN SMITH told and pictured by E. Boyd Smith. In this beautiful volume the events in the life of the great Virginia hero are told in twenty-six large and graphic pictures. The action is stirring, the color harmonies most artistic. Accompanying each picture is a page of clear, concise reading matter. The last scene depicted is the death of Pocahontas in England just before her expected visit to her native land. The publication of the book is timely, with the approaching celebration of the 300th anniversary of the settlement of Jamestown so near at hand. Price \$2.50 net, postage 20 cents. Houghton, Mifflin Co., N. Y.

Unity (Chicago) for Aug. 30 and for Sept. 6 contains an educational symposium; the replies of eminent thinkers to eight searching questions of import to the leaders in educational thought.

The Library of Congress has just published a detailed list of books relating to Child Labor. It includes books and also articles in periodicals in the United States and in foreign countries—55 pages in all. In 1873 there was one article upon Child Labor in the United States. Another one appeared in 1885—an interval of twelve years. In 1906 (eight months) there are fifteen recorded.

Rubber stamp miniature maps can be obtained of William Beverley Harrison, 47 Broad Street, New York, which will be found useful by grade and Sunday-school teachers. They enable students to illustrate note-books and geographical papers freely with maps. A map of any locality will be made to order—\$1.25 each; with stamping pad, \$1.50. Size limit for this price, 1½x2 inches. This firm also supplies the Hodge Historical Maps for Bible study. These are the results of the author's labors for ten years in developing this subject.

Pedagogical Digest Department

One Side of the Compulsory Education Problem

DAVID S. SNEDDEN.

EVERY educator must be in entire sympathy with the now widespread movement which aims to rescue children from premature labor and to enforce their attendance at school. But, while lending every possible aid to the various child labor organizations and to attendance committees, it is of even more importance that we so strive to adjust and administer public education that we can speak with the utmost assurance of its profit to the child who, against its own or its parents' will, is forced to attend our schools. It is, of course, true that the selfishness and indifference of parents is often at the bottom of too early desertion of the school for the ranks of labor. On the other hand, it is also too often true that neither parent nor child has any clear idea of what the school can do, and it is unfortunate that often educators themselves have faith rather than reasoned conviction as to the efficacy of the education normally given to children between the ages of 12 and 16.

There are many reasons for believing that the education of our public schools makes least appeal to those taking it in the last two years of the elementary school and in the first two years of the high school, or during the four years from the twelfth to the sixteenth year of the average pupil's life. It is during this period that our education shows its greatest divergence from the accepted standards in European countries. Accidental conditions associated with the development of our school system are largely responsible for the postponement of secondary education until the completion of an eight-years' course; and conservatism rather than reasoned policy is responsible for the uniformity (for all classes of children) of the work of the upper grades.

Let us note, from the standpoint of the child who is to take up vocational work about the age of 16, some of the shortcomings of our present school work between the ages of 12 and 16.

1. The work of the last two grades is undifferentiated. This means that the education is quite the same for the children who

are shortly to be wage-earners as for those who have six or more years of school life before them.

2. Very little of the work given has any bearing on vocational efficiency, and apparently it fails also to produce genuine social effects. It is true that several of the studies followed are designed to meet the civic or social need; but a faulty pedagogy results in a bad content and a bad method in such subjects as elementary school history, geography and literature, the effect of which is that these studies rarely function in any serviceable way.

3. In too many cases the effects of an imperfect spiral method of treatment results in a weakening of interest in the content subjects of the upper grades, the result being that they are followed perfunctorily.

4. The relative scarcity of men teachers at a period when both boys and girls would profit from the presence of the masculine personality.

5. In the first two years of the high school (and that embraces as much as half of all high school students are able to attain) the character of the work is determined (for all children except those who take commercial courses) by the later years of the course or by college entrance requirements. The work given in mathematics and foreign languages is of very doubtful utility to those who are to leave school at the age of 16. In the nature of the case, it is hardly likely that children who are soon to become wage-earners will profit by or be attracted to such high school work as now obtains in the early part of the course. Here again the work is mostly given by women teachers, and there is a substantial lack of masculine contact.

6. It might also be noted that in the years centering about the period of emergence from the elementary school there is a lack of close co-operation between the home, the school and the community. Less, on the whole, then there is in the earlier years (when the teacher's relation to the child is more personal) or in the last two years of the high school when classes are small and work differentiated.

It would be idle, of course, to say that the school should adjust itself to meet the needs of every individual who is forced to attend. But in view of the fact that public opinion as well as legislation seems to be setting up the age of sixteen as the minimum at which children may enter the uneducative and often demoralizing vocations of

modern life, it would seem that we have made scant and imperfect provision in our public schools for a profitable use of the later years of the school life of the prospective wage-earner. In fact no satisfactory pedagogy has yet been worked out for the teaching of the class of children referred to above. The period of life we recognize as critical. We know it as a time when initiative tends to become strong, when the interests are apt to be centered around contemporaneous and local life, when the desire for independence and self-support asserts itself. We know, too, that many parents traditionally, are prone to make of this period a direct preparation for practical activities, a preparation which can no longer be made under the direction of parent or master. In the face of this knowledge school administrators still fail to try to adapt school work and methods to this class of children. They fail to convince parents that the work is immediately or remotely of practical value. So far only weak efforts have been made to provide the vocational education which is so much in demand at this age. No provision is made for a profitable course for those children who probably have only two years in which they can profit from a high school education.

If it appears that, in the present movement to keep children out of the factory, off the street, and in school, the school is not doing its share by making the school obviously attractive and profitable (in the best sense of the word) to parents and pupils alike, then school administrators must seek for remedies. The following suggestions appeal to the writer as being in the right direction:

1. A more accurate diagnosis, from vocational and social standpoints, as well as intellectual, of the needs of the various classes of children of 12 to 16 with whom the public school deals or should deal.

2. A partial relaxing of the notion that everything in the course of study should be given or imposed on each child: and some differentiation should be made along the lines of interest, capacity or probable future career.

Co-operation between home and school should be developed during this period to the end that parents may form more intelligent appreciation of school work, that the economic situation of children, as it bears on the line of studies they may most profitably pursue should become better known, and that the combined efforts of school and home may aid in keeping the child at school.

4. The possibilities of departmental work, of optional studies,

of vocational courses, and of special classes should be studied. These will constitute the machinery for the working of the necessary reforms.

5. Finally, there is a pedagogy of education for the ages from 12 to 18 which is not the pedagogy of the kindergarten, the college, or the reform school. Let us find out what it is.

The Little Mothers' Aid Association

IN the November number of THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST we noted some of the agencies which in one way or another supplement the limited education offered by the public schools.

In this number we give Mrs. Evans's paper, which clearly and at length points out some respects in which both public and private schools are inadequate in the training of girls for efficiency in their special calling as homemakers.

Some women's colleges have already felt this deficiency and in a measure endeavor to meet it. The article upon Rockford College in the KINDERGARTEN MAGAZINE of February, 1906, tells what one is doing in this direction.

But it is by no means the women of wealth and leisure who need training for efficiency in the home, tho the many are so sadly deficient. The need is perhaps greatest in those families in which the wage-earning mother, who spends all her day in factory, shop or laundry, has neither time nor strength for the training of the little daughters at home even if she has the knowledge.

An organization which has long recognized this fact and has met who acted upon that knowledge to the extent warranted by the funds of its disposal and its teaching force, is the Little Mother's Aid Association of New York City.

We will not give in detail the history of this interesting organization. Suffice it to say that the first outing occurred in 1890, when nine little girls were taken for the first time to the country for one happy day, arrangements being made for the care of the babies, the burden of whose care prevented the little mothers from longer Fresh Air Fund excursions because they could not be spared from the household tasks of taking care of the younger children, scrubbing, cooking, etc., while mother was at work.

Hundreds of children are now taken every summer to Pelham

Bay Park under the auspices of this society, and in winter cooking, sewing, laundry and other classes train the children to be competent in all the many occupations in which a homemaker must be proficient. One instance will illustrate the spirit and fundamental purpose of the Little Mother's Aid Association.

A student of social economy decided that all charity work was injurious because debilitating and pauperizing.

Going to the country one summer she wanted a maid to assist her in her home, and the Little Mother's Aid was recommended. Here she found a little handmaid.

After a few days she could not fail to notice the marked aptitude to new conditions of this little girl, who had never lived before in a cottage with the inconveniences incident to rural life. Her ready adaptation of means to ends excited comment. Her skill in cookery was remarked with surprise. Asked where she learned to cook (for her mistress confessed she possessed more knowledge than she herself did), the child replied: "Why, I am one of the Little Mothers, and of course I know how to do all these things."

She proved equally deft in laundry work and when commended for her dexterity and the skill shown in darning the stockings as they came from the wash she replied as usual, with loyal pride, that she was one of the Little Mothers.

One day the lady of the house was preparing to give a lawn party and again the little girl was equal to many situations, remarking as she did this and that, "This is how we do things at the receptions given at the Happy Day House and at our X. L. M. (ex-Little Mothers') clubs.

Won by the child's loyalty, the mistress said, half in jest, "Many of the ladies who will come to our lawn party have never heard of the Little Mothers. How would you like to tell them about them?" When, in sweet unconsciousness the child replied with enthusiasm that she would like very much to do so, Mrs. — saw that she had committed herself and said, "Well, you put on your white dress and make yourself as pretty as you can, and you may talk to the ladies."

"If you don't mind," replied the loyal little girl, "I would rather wear my working dress when I speak to the ladies." "But you do not look so pretty in that." The natural love of approbation was touched, "but still the little maid would have her will," and said wistfully, "That dress I made for myself when in sewing school and I think I could talk better if I wore that dress that I made and washed

and ironed." So she sank her vanity in fidelity to the Association, of which she felt proud to be a member.

So far from pauperizing their protégées this society from the beginning has fostered self-respect and independence.

When these children, sixteen years ago, first came to the basement room in Mrs. Johnston's house in which the clothes were kept and distributed, and in which the sewing classes were held, the little girls needed everything in the line of under and outer clothing, but were especially in need of bathing.

Having made a selection of the things needed they were asked: "And how are you going to pay for these things?" How the happy faces fell! "Why, I have no money," would be the pathetic, disappointed reply. To which came the response, "Who said anything about money! What is money? You cannot eat it, nor will it shelter or clothe you." So they were set to thinking about intrinsic values and were led to feel that loving service was the only thing of real value; that the doing of things for each other was more than money, which was only a symbol of such service.

Then after bathing, they received shoes and stockings as a return for the many loving errands upon which the active feet had run. The underclothing was to keep the skin pure and clean, and the outer clothing to protect from outside dirt or uncleanness. The dresses and aprons were a return for the every-day household work.

So, by industry and attention, promptness and kindness they could earn their garments, and as the work has grown this idea has been kept steadily in mind. By good marks received in the sewing department they may purchase garments for themselves as they choose, and it is not uncommon to see them choose a garment for the baby rather than a needed one for themselves.

A practical feature of the cooking system is the recognition of the fact that in their homes the children have few and simple cooking utensils. Accordingly, the lessons given show how to cook with the simplest and fewest kettles and pans. The children here can earn by good marks the right to purchase such utensils as they desire and are most eager to obtain such.

These children are being trained, not with the idea of domestic service first in mind, but with the thought of making them efficient in the home, altho naturally the proficiency developed here will make such as who desire to go to service ready for such duties.

They are taught to both make and mend their clothing, to pur-

chase, prepare and serve food in an economical, wholesome and appetizing manner, and to care for their health and that of the household. Singing, recitation and calisthenics are also taught.

The organization maintains three home-making circles in Manhattan and one in Brooklyn. It gives entertainments for the children at Christmas and Easter and all thru the summer the happy day outings, which, looking backward or looking forward, are rare, bright spots in somber lives.

Mrs. Clarence Burns is the present president.

The Children's Aid Society, New York City

This efficient organization has long filled many of the gaps let by the public school system. The assistant secretary, W. L. Grovesnor, recently said at a conference of Charities and Correction:

"I have noticed on the street corners in New York very frequently gangs of young boys who blocked the sidewalk and indulged in offensive language to passersby, and I have taken occasion to become acquainted with those boys. In many instances I found that they had never attended kindergartens, or schools where they had received instruction in anything more than the ordinary English branches. After making inquiries of large numbers of the class known as street boys in New York I have found that very few of them attended kindergartens, and none were afforded an education in which manual or industrial training had any part whatever. These gangs on the street corners are the nucleus of the district gangs and rapidly develop into the political district organization. I am happy to say that many years ago Charles Loring Brace, founder of the Children's Aid Society, believed with Froebel that we ought to begin to educate the child in the kindergarten, providing industrial and manual training in the primary school, the principle upon which the industrial school system was founded. The Children's Aid Society has held to that idea for fifty years. We have found that the boys and girls who attend the kindergartens have the beginnings of a true education and advance to the primary school work very much better prepared than the children not so started, because of the proper training received when they were only four or five years old. Now, in regard to the unemployed and the old men who have to apply to our charity organizations, I happen to know that a great many of these men never had any kind of industrial or manual training or technical or trade education. They began as clerks, perhaps, and having grown old and become somewhat enfeebled by age, and not having husbanded their savings they have been forced out of active employment, and hence their request for charity, while as

a matter of course younger men who had had the proper industrial or technical education took their places. Employers seek men with skilled hands. As a rule a good carpenter or mason has no need for charity. Is it not wise, therefore, that we should begin to educate the little boy along the rational lines of the kindergarten, and as he grows train him in the use of the hammer, saw and chisel so that he will be able to do his part and take his place in the shop and in society as a true citizen, knowing how to use his hands as well as his head for the support of himself and others—imbuing him with the idea that it is as dignified to pound the anvil as it is to pound the pulpit?"

In Greek education, play had a definite and conspicuous place, and the pedagogue, or faithful slave, had charge of children's play and of their moral supervision. American education and training of children in their plays and games lacks direction, but progress has been made and the end is not yet.

The great success attained in our schools is due in a very large measure to the following:

- 1st.—We encourage individualization of instruction.
- 2d.—Freedom of action on the part of the teacher.



ONE KINDERGARTEN OF CHILDREN'S AID SOCIETY, N. Y.

3d.—Ungraded classes for misfits.

4th.—Each school a social center.

WASTE TRANSFORMED INTO CITIZENSHIP.

Our efforts have to do in no small degree with the waste of Society in making over that which too often is cast aside as of little value. Our teachers now as always are concerned mostly in transforming this waste into citizenship instead of permitting it to be thrown away, and so becoming a burden and a menace to society. This work is therefore constructive and preventive. During a conversation between two gentlemen of education and social position as to our modern educational and social progress, one of these men said: "Why expend so much time, thought and money on this class, which forms the lowest strata of society? They are not fit to be educated, they are not of a class to be elevated; but must continue to be in a class by themselves, and they cannot hope to rise above their class. They must continue to do the drudgery of the world—'the hewers of wood and drawers of water.'"

It is because the great body of our citizens belong to the class known as the masses, the poor working people, that I would have them, especially their children, educated to the extent of their capacities and abilities to acquire. Their children are to be the doers of the world's work, the builders of our ships, railroads, canals, roads and houses. They will officer to some extent and man altogether the ships of our navy and commerce, run our great railway systems. These are they who will guard our city, sweep its streets, make our clothing, supply our food and fuel, operate our rapid transit system, elect the mayor and other city officers. What an army of men employed as truckmen, cab drivers, waiters, clerks, salesmen and office men in our city! Are not these of the masses? And cannot any sane person see that the poorest or worst boy, if you please, who is searched out by sympathetic teachers from the streets, the docks or candy stores or other hiding place and brought under the influence of sympathetic teachers in special classes may, after a very few years of schooling, turn out to be the very officer set to guard your home or your office, or who stands at the throttle of the engine of the very train in which you are speeding to your home after the day's work. I would have that boy so well trained in sight, color and action that, seeing the red light on the track before him, the sensation immediately flowing into the motor cells

governing his arm, will cause his hand to close the throttle valve without hesitation. Or he may be the builder of the house your boy will live in. Is it worth while to go out into the byways for this boy? To reach this class of boys who gather in candy stores, at the docks, in vacant lots and hide if need be in stables and out-of-the-way places to evade truant officers and police. We saw the necessity several years ago of providing such inducements in our schools as would appeal to these would-be highwaymen, train wreckers, prizefighters and street boys and a system of manual training was inaugurated in several of our schools. The boys do at first almost what they please. Francis Bacon taught that the hardest and most disliked subjects of study should be enforced on students. I do not sympathize with that theory, particularly in the education of the boy who is backward in his studies or has gone wrong because of misdirected energy. Chair-caning, cobbling, whittling, elementary carpentry, weaving and the like appeal to the boys' interests, and if deprived of their usual lesson in this department they must know the reason why. No manual training work is assigned at first that requires finely co-ordinated muscular movements; the utter lack of previous schooling has not developed the secondary muscles of the hand and wrist, and finger power must be given time to develop. Education by doing is recognized as the very best kind of training for any child. This is the basis of the manual training work. After a time they become interested in the usual school lessons. Hundreds of these boys who would not go to the public schools or who have been turned out of public schools, have done so well with us that many have become normal in their habits and sent to public schools later, or to employment. In one of these special classes we now have a protégé of a high official of the Board of Education. His boy could not be tolerated in the public school. His present teacher has no difficulty in managing him. Our teachers become thoroly acquainted with the neighborhoods of their respective schools and thru systematic visitation of the homes of the children find the estrays and bring them to school. Only the other day a boy of fourteen was brought into one of our schools on the upper west side who had not been in school since he was a tot in the kindergarten, and a girl of nine was persuaded to come to school for the first time in her life.

Authority in Education

"Authority in Education," was the subject of a paper given by Dr. George Albert Coe of Northwestern University, before the Principals' Club of Chicago in November, of which we can unfortunately give but an abstract.

Dr. Coe gave several reasons for believing the time ripe for a re-examination of the notion of authority as it applies to education. Among these are the following:

The perplexity of schoolmasters over the apparently growing difficulty of developing in children a spirit of obedience to parents and to the laws, and of respect and of reverence. It is not clear that the growth of popular education has been accompanied by any corresponding general improvement in the appreciation of legitimate authority in any direction. . . . An observer may doubt whether teachers are accustomed to consider what is the nature of the authority to which they would have children submit, and what inherent power or right belongs to it. . . .

What is the authority, he asks, that the State exercises over children of school age. Secondly, he thinks the joy in applying Froebel's "great and valid" principle of self-activity has concealed the necessity of a complementary principle—the problem of authority. "Certainly," he says, "the school as such is an utterance of authority toward the child. . . . A school is not and cannot be a summation of the individual wills of its pupils."

Thirdly. We think to-day of human life in terms of society.

"We have discovered that the individual ego gets possession of itself only by a reciprocal reading of itself in terms of society and of society in terms of itself. The evolution of morality, the psychologists say, is a process in which the social group conforms the individual to itself thru custom, law, and finally conscience. Thus, authority in the school has come to mean the claim of society upon the individual, and the schools have certainly endeavored to cultivate social states of mind. But it is open to question how far they have succeeded.

"Fourth. The tendency to derive pedagogical theory and practice from a one-sidedly functional view in psychology and its metaphysical corollary variously designated as pragmatism, humanism, and radical empiricism. This aggressive thought-movement finds the essence of mental life in action. Life is conceived of as a flowing process of reaction to environment, of continuous adjustment to the immediate empirical situation. Thought is looked upon as a mere instrument for assisting practical activities to reach their goal. The primary function of education, accordingly, is supposed to be to

develop habits of efficient action, and especially ability to make prompt and precise and original adjustments to new situations."

This view encourages individuality (in biological terms, "variations").

We place before the pupil the history of man, or the cultural acquisitions of the race as a rich body of stimuli which is likely to call out a rich mass of reactions.

Yet pragmatism easily adjusts itself to the social view of human life. For society is a large factor in the individual's environment, and education of the individual must therefore involve the formation of habits of social adjustment.

The school has been the representative to the pupil of that which is rationally established and therefore authoritative. Under the pragmatic theory, children become a particular kind of situation to which society adjusts itself for its own ends by establishing schools. While, from the standpoint of the child, the school is simply a peculiar situation to which he must adjust himself in such a way as to attain the specific needs that he feels."

According to pragmatism:

"Any idea that *works*, and that alone, is valid. 'An idea,' said an enthusiastic pragmatist to his students, 'is worth just what it will bring in dollars and cents.'"

Dr. Coe then cites the following actual cases which have arisen to baffle the teacher:

Case I.—A teacher administered a penalty to a pupil. The members of the pupil's fraternity made a mass demand that the penalty be revoked. Failing to persuade the teacher, they appealed to their parents, who, in turn brought such pressure to bear upon the teacher that, against his own judgment, he remitted the penalty.

Case II.—A pupil failed in his studies just as he was expecting to graduate. The members of his class requested that he be passed and allowed to graduate. The teacher refused to change the record of failure. Parents were then appealed to as in Case I, and with a similar result. The record was falsified, the standards of the school were stultified, and the pupil received the official certificate of the State to what was untrue.

Case III.—The usual tests of sight and hearing were being made in a certain school, when the parents of some of the pupils made objection on the ground of disbelief in medical examinations and treatment. The objecting parents brought such pressure to bear upon the superintendent that he ordered the examinations discontinued, so that to-day nobody knows which pupils of that particular school have eyes and ears fit for study, or how many of them are being injured by the school itself.

On the basis of our traditional notions of authority we should condemn the action of all parties here concerned. . . . We should point out the inconsistency of maintaining schools, and

yet breaking down their authority in matters of discipline; the injury to the character of the young thru the impression here fostered that questions of right and wrong, of truth and falsehood, are matters of personal or social influence and manipulation; the violence done to rationality itself thru the assumption that the authority of science may be voted away by persons who are unversed.

Dr. Coe imagines the student soliloquizing over the situation, calling the teacher and finally the parent to his aid, deciding the latter course to be valid because it relieves the situation. He can appreciate no other point of view because this is the only kind of success he can appreciate.

The parent argues in much the same way; the strain created by the new situation has been relieved, and that constitutes success, and moreover, may not the taxpayers "do what they will with what they have bought?"

The superintendent follows the same line of reasoning.

Dr. Coe continues: Where lies the error in his homespun pragmatism? Certainly each of the persons here described acted in response to the kind of strain that he himself felt, and each removed the strain in a manner that to his own consciousness was successful. Further, each one was acting, not merely as an individual, but also as a member of the particular social group to which he was conscious of belonging. The pupil acted socially, for he represented the wishes of his class or his fraternity. The parent acted socially, for he united himself with other parents to secure a benefit for the child of someone else. The teacher and superintendent acted socially, for they bowed their individual wills to the will of society.

Yet there abides a doubt whether any of these persons achieved any real success; a doubt whether their action was not anti-social even tho it did take place in response to social pressure.

Dr. Coe then asks a series of questions to discover what constitutes success.

First. Then, *when does an idea really work?* In other words, what is success? An idea succeeds when it produces desirable states of mind. But (a) whose mind? (b) Who is to decide? (c) What is the standard?

It is agreed that I am to consider the effect of my conduct upon other conscious beings; but what others? The immediate social environment which I feel strongly, or the remoter environment, such as the distant future of the race, which is to me a mere mental image endowed with possibility but not actuality? I do not know how soon there will cease to be any human race. Or shall I consider also

possible transcendental beings, such as God? Why should I create situations that are certain to increase my responsibilities?

Who is to decide as to what is really desirable? The individual himself? If so, shall children decide for themselves, and if not, on what ground can we assume to decide for them? If even the mature man is to decide wholly for himself, what authority remains either to social law or to science?

What is the standard for determining the relative values of different states of mind? For example, is the standard simply a summary or generalized statement of the kinds of desire that do, as a matter of fact, arise in each kind of situation?

Second. *In what sense has society authority over the individual?* Does social authority mean anything more than that the many are stronger than the one? Is conscience nothing but a subjective sign of social pressure? If so, when an individual believes, rightly or wrongly, that he sees how to indulge egotistic desires in spite of social standards, why should he restrain himself? Again, this social will itself—is it anything more than a resultant of individual wills acting with reference to the same subject?

These are not merely speculative questions. On all sides we see the action of wills in their collective capacity, violating principles that these same will accept in their private or individual capacity. Corporations ignore the rules of private morality; high-school fraternities follow a code distinctly different from that of their members.

Third. *On the basis of a purely voluntaristic conception of the human mind is it possible to derive any genuine authority whatever?* Will, as we know it, is strictly individual; it is my will and your will and the other will. How, from will as such, can we derive anything that shall bind these wills into unity? From will as such it is impossible to draw anything but just ungrounded acts.

Yet it is believed by many that we can rise from the merely individual will to a truly social will by imitation, sympathy and habituation to social pressure until it becomes an instinctive or impulsive control. Conformity might be thus produced and maintained, at least until self-consciousness arises. But when the will becomes self-conscious, what shall be the basis of its choice? Imitation, sympathy, amiable acquiescence in established custom? But perhaps one is not interested in the copy for imitation; or perhaps one dislikes the pains of sympathy; or is too original to acquiesce in existing customs. If, however, the human mind were not mere will, but rather a rational person in process of self-realization thru his own acts, the rational aspect of our constitution would seem to furnish the self-transcending factor that we are seeking. Authority—namely, the authority of a gradually unfolding ideal—would be immanent in the personal consciousness as such. The quality of rationality would imply that the individual participates in something as universal as

reason, and in this ideal of a national system he could reach a notion of social authority other than mere social pressure or force, an authority that would be as binding upon groups as upon individuals. We would then no longer suppose that the State is built upon a mass of individual wills (an idea advanced by eighteenth-century political philosophy, but totally rejected in the nineteenth century), but rather upon the immanent reason that demands of each particular will that it strive to realize universal ends.

Fourth. A final question: *What is an immediate empirical situation?* Here, no doubt, pragmatism meets its sharpest opposition from the idealism that it would supplant. Idealism understands by an immediate empirical situation an experience as it feels at its onset, or before it has been organized into the fabric of thought. . . . Now, according to idealism it is just this rational, organizing, thought-function that gives objectivity to any experience. . . . By a situation, then, pragmatism means something that is known primarily in experience as a whole, and not primarily in any merely individual phase of experience. In short, the primary, immediate datum upon which pragmatism builds appears to be an all-inclusive experience, or experience simply as such, which individualizes and differentiates itself in the parts of its own content that we call "you and me."

Omitting several paragraphs we reach Dr. Coe's summary as follows: Pragmatism points to the success or failure of a given reaction in the past as an indication of the conditions of successful action in the future, but thus far it fails to give any satisfactory account of what constitutes success. It recognizes social pressure as an important phase of individual environment, but it does not unequivocally indicate whether the right of society to control the individual is more than the right of superior power, or whether there is an authority that has valid claims upon society itself. Further, pragmatism needs to show how, on the basis of a purely voluntaristic psychology, authority can be anything more than force, and finally, how any universal point of view, intellectual or ethical, can make a valid demand upon the individual.

Idealism finds the authority of reason immanent in each particular experience. Success consists in the realization of a rational life, which has an intellectual phase (the organization of experience into the unity of truth), and a practical phase (the organizing of the self into unity with the entire world of selves). Society has authority over the individual, not because the many can outvote the one, but because society is an historically established expression of reason. But society itself is subject to the same authority; even if all mankind were organized into one group, capricious social action would still be condemned. Science, like the State, has authority, because it is organized reason as contrasted with the disorganization of mere opinion. Upon this view, the school is a device by which reason, conscious of itself, deliberately takes possession of its own.

Promotion of Industrial Education

We feel that the meeting of the Society for the Promotion of Industrial Education held on November 16 at historic Cooper Union marks a new epoch in industrial training.

The names of those who had this meeting in charge and the interests they represent, indicate that the importance of industrial education is felt by men who are leaders themselves in the world of industry.

Mr. Milton P. Higgins, president of the organization committee, introduced Dr. Pritchett, President of the Massachusetts Institute of Technology, who was to preside.

Among the speakers were: Frank A. Vanderlip, Vice-President of the National City Bank, whose topic was, Competition of the United States in the markets of the World; Frederick P. Fish, President of the American Telephone and Telegraph Company, who discussed Industrial Training as a means of developing the Industry of the United States; Dr. Nicholas Murray Butler, President of Columbia, who told of the place of Industrial Education in the American System of Education; Mr. Frank P. Sargent, United States Commissioner-General of Immigration, formerly Chief of Brotherhood of Locomotive Firemen, spoke of The Importance of Industrial Education to the Workingman. Mr. Alfred Moseley of London, told of how he came to plan the trips to this country of the three bodies of English people he has been instrumental in bringing to this country for the study of American methods and Miss Jane Addams of Chicago, gave the benediction to the meeting in her words upon the Importance of Industrial Education from the Social Standpoint.

In the circular published by the preliminary committee, we find this statement:

The need for industrial education in the United States has become a social and industrial question of the first magnitude. It is not only a question that critically affects our material prosperity as a nation, but one that vitally concerns the well-being of society as a whole.

European countries have long recognized the great importance of this subject, and their industries and their workmen are yearly reaping increasing benefit from this recognition.

Old methods of training for industrial vocations have become inadequate. New methods that take into account the changed nature of modern conditions, and that will provide educational opportunities which will secure the highest economic advantage to the individual and at the same time promote the continued expansion of our industries, must be developed.

From the nature of the case the problem of industrial education is necessarily a general social problem and, although experiment and demonstration must depend largely upon private initiative, the situation can be met in the largest sense only by state or community action.

Because of this wide social import of industrial education the problem concerns not only the employer and the worker, but concerns as well the publicist, the man of affairs, the social student, the economist and the educator, and upon their co-operation must depend for its complete solution.

The objects of the proposed society are to bring prominently to public attention the importance of industrial education as a factor in the industrial development of the United States; to provide opportunities for the study and discussion of the various phases of the problem; to make available thru publications the results of experience in industrial education both in this country and abroad; and to assist in other desirable ways towards the establishment of institutions for industrial training.

Points brought out at this meeting were: That the United States would make a great mistake if in competing with foreign markets it relies upon its vast natural resources or the inventive faculty of its people to hold its own. Systematic, trained efficiency was necessary. The only way finally, to get more of this world's goods was to be worth more. We are told that in

foreign markets where good, substantial skilled workmanship is desired there is no call for American goods. Germany, with no natural resources to speak of, is forging ahead because she trains her workers to skill and intelligence. Machines are being used more and more, but men of intelligence are needed to run these Machines are changed or improved so frequently, so soon become antiquated that we need men who can adapt themselves to immediate changes and new inventions. There is a dearth of men to carry responsibility. Few of our men grow to be foremen.

Mr. Moseley said that when he studied American as contrasted with English schools he found that the English failed to develop power of initiative, they did not encourage sufficient imagination and reasoning power; hence their pupils could not cope with sudden emergencies or untried conditions as did the American engineers in South Africa. He too said that the rising generation must possess the power to turn from one machine to another.

The spiritual element involved was not altogether missing from the preceding addresses but it was the keynote of Miss Addams: Hers was a strong plea for the application of science to the art of life. Science must be lifted up into the spiritual realm. All children should have an educated taste. We must bring to the workingman freedom of mind and capacity to apply to industry, art and the joy of life. What we want as the result of our industrial workers is a human product.

The Normal Schools (Teachers' Seminaries) of Germany

The *Revue Pédagogique*, published at Paris, brings a treatise from the pen of Monsieur V. H. Fridel, under the title of "The Normal Schools of Germany," which, on account of its thoro treatment of the subject, its unpartisan criticism and its lucidity of diction, would seem to deserve a more than superficial notice.

The author points with evident approval to the intimate connection of these institutions with the national life of the German people, to such a degree that these seminaries would seem to have truly reflected in their spirit, their efficiency and their development the character of the various periods thru which Germany has passed during the last century and a half.

In accordance with this general outline, the author divides the HISTORY of these Normal Schools into five distinct periods, with which also those of the political history of the nation more or less coincide, viz.: the *Primitive Period*, during which the first of these schools arose, and which ended with the year 1806; the *Transition Period*, which, beginning in 1806 and ending in 1826, was characterized by uncertainty and scarcity; the *Impulsive Period*, from 1826 to 1848, full of activity under the influence of Pestalozzi's ideas and example; the *Reactionary Period*, from 1848-1871, during which time the various governments tried to check advancement; the *Modern Period*, from 1871 to the present day, marked by a decided general improvement of these schools, as well as by a great addition to their number, so that Prussia, for instance, can boast an array of 133.

Still, this development of the Normal Schools was by no means uniform thruout Germany, as the author demonstrates in discussing their GENERAL CULTURE. Under the more or less autocratic and bureaucratic tendencies of some governments was formulated the Prussian and the Saxon systems of Normal Schools, the former more conservative, the latter more progressive up to 1848, when the two under reactionary influences were again blended. From that time onward dated the so-called "Internat," or the measure transferring these schools to smaller towns, where, located in mediæval convents and chapter-houses, they were kept under strict surveillance until the year of re-awakening, 1871; still, such interference could neither stifle the popular affection for these "seminaries"—nurseries of popular education—nor suppress the fraternal concord of the students themselves in raising aloft the standard of progress in pedagogy, now universally acknowledged.

As to the **PERSONNEL OF TEACHERS**, the author demonstrates how, during the first two periods, the instructors at the Normal Schools were mostly chosen from the ranks of theologians, and how, under their influence, the teaching partook of a pronounced religious character; but gradually these ministerial preceptors were supplanted by two different kinds of teachers—one kind being university professors, the other Normal School graduates, the former representing theory and principle, the latter practical pedagogy and concrete education.

With regard to the **METHODS** of teaching observed in these seminaries, the author of the treatise cannot help emphasizing the fact how, in contrast to the custom prevailing formerly of teaching the students as if they were themselves children, the students by the modern "system of developing" themselves teach classes of children attached to the seminary, and how the universal course is more and more abridged, while the practical pedagogical training course is correspondingly lengthened. The three years' obligatory attendance of the students at the seminary, hitherto unchanged, is generally felt to be insufficient, wherefore the addition of another year is even now held under advisement and cannot be long put off.

THE SUBJECTS OF STUDY as taught at the present time at these Normal Schools are divided into three classes, viz.: 1. Philosophical knowledge, including religion, moral and mental science, psychology and physiology; 2. The practical knowledge, including the application of the before-mentioned sciences to the teaching of the young; 3. The so-called accessories, as art, music and gymnastics. Formidable as this array of subjects may appear, none of them is neglected or curtailed, and each of them has its given place in the weekly curriculum of the school-plan.

While the author of the treatise finds fault with several of the above features, he eulogizes with unfeigned admiration two special points that distinguish the Normal Schools of Germany thruout the length and breadth of the land, i. e., the truly effective manner in which the *patriotic spirit* and also the appreciation of the *German mother-tongue* are fostered among the students, and by these inculcated upon the hearts of the young; and he voices his conviction that thru this more than thru any other feature the seminaries of Germany are virtually national institutes, *intimately blended* with the people themselves.

The Juvenile Refuge Institute at Braeunsdorf, Saxony

As it may interest our readers to know how the problem of juvenile crime has practically been evolved during former years in Germany, how it is treated there at the present time, and how even now a movement has been set on foot by private individuals for the furtherance of the object in view beyond its present bounds, submit here the extract from a lecture delivered before a teachers' association at Mitweida, by Mr. A. Pietsch, instructor in the Juvenile Refuge Institute at Braeunsdorf in the Kingdom of Saxony, and reported by the *Pedagogisches Journal*.

In order to exhibit the radical changes of views on the subject of Juvenile Reform and the progress made at this institute during a period of more than eighty years, the subjoined tabular statement has been adopted, as being calculated to demonstrate in the most striking manner the advance achieved also in this field of educational labor.

1824.—The institute was founded as a State Reformatory for the reception of orphan-tramps in a barrack-like edifice and under severe regulations of corporal punishment, cell-imprisonment, starving into obedience, cruel tortures for desertion, as for instance, dragging a log by a chain, etc. The protection of society against adolescent vagabonds was the chief object; moral reform was a secondary consideration. The institute was mainly maintained by the sale of products, obtained thru child labor.

1838.—The orphans were, for the most part, transferred to a branch institute at Gross-Hennersdorf, while the parent institute was henceforth managed

after the pattern of the Rauhe Haus at Hamburg and designed for children morally depraved and degenerate thru the neglect on the part of their parents.

1850.—In the place of endeavors to reform children already corrupted, comprehensive measures were taken to forestall this incipient degeneracy by committing to the care of the institute children liable to become vitiated by bad examples, corrupting environments and criminal parents.

1865-1873.—Far-reaching enactments and vigorous measures were adopted by the government to secure the co-operation of municipalities for the moral and pecuniary support of the institute.

1889.—This year brought a thro reform of the institute, the name of which was changed from "Reformatory" to "Refuge House." Its barrack-like buildings were transformed into homelike edifices, with gardens and flower-beds in front and rear; the grated windows were removed; the prison garb of its inmates gave way to clothing of pleasanter hue and better material; work, play and study, each one conducted with the sole view of improving the pupils physically, mentally, morally, were made equal sharers in the day's employment.

1902.—In this year the following principles were emphasized for the conduct of the school: "Sunshine, joy and love shall reign here supreme; faults shall be treated as symptoms of moral sickness: individualization and personal influence shall be made agents for good; the man shall be revered in the growing child."

1906.—In order to secure the permanence of the good influences, brought to bear upon their inmates during their stay in the institute, also for their lives after they have left it, an association of philanthropic men has just been organized at Leipsic, designed for helping "Those Out of School."

Religious Teaching

In the *Independent Review* (London).

Florence Hayaller warns against overtaxing the immature "in religious as in other matters. By disgust, loss of balance, insincerity, she (nature) has again and again avenged the helpless young brain upon overhasty teachers of religion." She contends also that this lacks historical justification—for Christianity was not given to primitive, savage man, but late in the development of humanity. She thinks the time for distinctively religious teaching, for the study of the Gospel, etc., is adolescence. She says:

"Think what it would be after the healthful simple training of childhood in virtue, and at the moment when one's best faculties were all awakening into strange and unimagined life, to have the high and solemn story of the crucifixion, and what it has meant for men, told one, not for the hundredth, but for the very first time."

This recalls what Earle Barnes has said of the way in which we waste the rich inspirations of Washington's life by using it so much in the grades that there is no freshness left for the high schools just when his example is most needed.

In the December *Educational Review* James H. Canfield has a letter upon "Religion and Public Education." He is not worried about the lack of compulsory religious attendance in State Colleges—giving the preference to voluntary "chapel" service. He says:

"By the constant exercise of authority you can train the child before he has reached the thinking age, into a large number of very correct and desirable habits of thought and action, and even into very desirable attitudes of mind and temper. But the possibilities of this kind of training become fewer and fewer as the child becomes more mature; and the men who are wisest in education and strongest in true religion, always confess that when a person has reached the age of say eighteen and has begun to put himself consciously in definite personal relations with the world of thought and action, relations for which he is assuming and must assume personal responsibility, compulsion ceases to be helpful."

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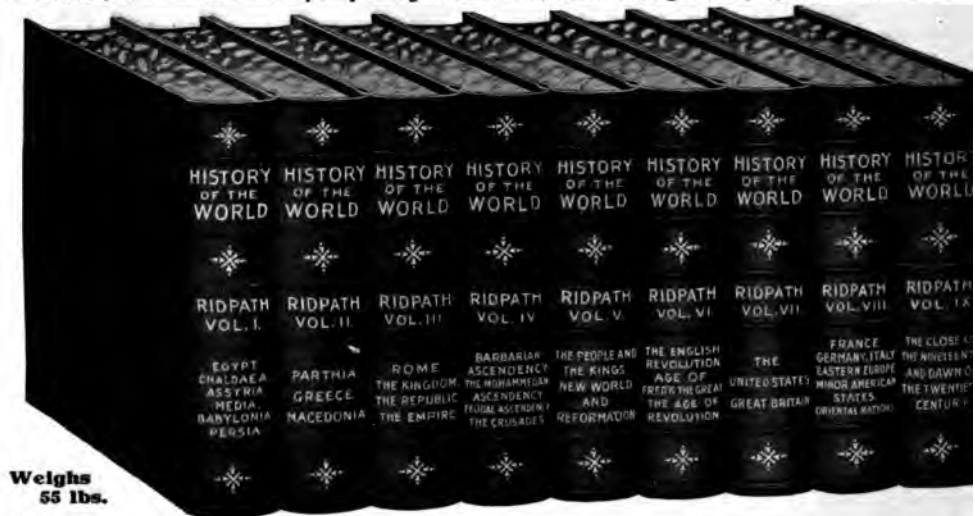
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The Kindergarten Magazine and Pedagogical Digest

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Education for Leisure

E. N. HENDERSON, PH. D., ADELPHI COLLEGE, BROOKLYN.

OUR traditional school training has descended to us from an aristocratic age—an age in which the two principal occupations of educated men were politics and leisure. It was with the latter of these pursuits that liberal education was principally concerned. The interests that such culture has aimed to foster are such as to inspire a worthy and truly elegant life on the part of a class with much time free from labors incident to self-preservation. Education of this character is not ideally fitted as the staple article in a democracy. The people must work, and a popular educational system must be largely for the sake of work. Hence the rise of democracy has meant that the schoolmaster has been called upon more and more constantly to face the issue, "Does education pay?" He has found it easy to justify teaching the three "R's." These rudiments, however, especially that training in letters and numbers which is indispensable, occupy a very small portion of the curriculum of even the elementary school. What remains is very likely to be regarded as "fads and frills."

The first of these adjectives implies a serious charge. Altho it is as a rule in reality merely indicative of the intellectual laziness of the critics and their audience, the schoolmaster cannot overlook the imputation. His enterprise depends upon the public for support, and upon him rests the burden of proving that what he offers is not fantastic, but really worth while. Inasmuch as the "fad" usually represents an attempt to introduce into school work some training that is related to the necessary occupations of life in the most obvious way, e.g., manual training and the domestic arts and sciences, what remains in order to pull the sting of the criticism is to show results. The education of the public will take time, the more because it must be largely compulsory. That it will inevitably come to pass cannot be doubted.

The term "frill" applies unquestionably to that part of the new program which is not immediately of commercial value. It constitutes therefore a far more fearful attack upon the innovators. The "frills" are not merely useless, but no one pretends that they pay. Worse! they are new. Our perennial lover of "the good old days" can devour pounds of sawdust provided these have the tang of age, but beware of feeding him fresh shavings. The "frills" in the old curriculum have constituted the interests of leisure. They do not have a very vital connection with the leisure of the average American to-day, but they have the sanction of precedent. Indeed, the very fact that they are not clearly of use outside of working hours relieves them to a great extent of the odium attaching to that which ministers to the spirit of indolence.

For the average American feels that leisure time is necessarily waste time. The late Russell Sage was wont to condemn indulgence in vacations. From his point of view he was right. Vacation meant to him opportunity for the sort of thing that too frequently fills the leisure hours of the American business man or his employee—reckless indulgence or stupid idleness. The trouble is that we have had so little leisure that we do not know how to use it. As a democratic people we inherit the lot of the plebeian—namely, drudgery. In the history of the world the mere drudge has never had any leisure either to waste or use. But our age, condemning because of its democracy all classes to the common destiny of work, has resolutely set out to lighten the burdens of the worker. It has striven to abolish drudgery—i. e., work without thought. It has enormously increased the productive power of the hands. Brains have been taken from the problems of the "higher life" and set to the mastery of commerce and industry. We have discovered and proved that intelligence is "useful as well as ornamental." But this increasing efficiency has brought with it some release from the pressing need of work. We can if we wish have more leisure than our fathers. We are just beginning to wish more. Strenuousness is not incompatible with vacations, if we may judge by the apostle of "the strenuous life." The vacation is rapidly becoming an established institution with business and professional men. Before long it may come to be an issue with artisans and laborers. Moreover, the hours of daily work are becoming shorter for all classes. Office hours, business hours for commerce, hours of labor for skilled and unskilled men, are tending toward fixed amounts, usually shorter

than they were in more unorganized conditions. The leisure class that is developing in America we look upon as parasitical and unworthy. Leisure time for all classes has come to be a conscious desideratum.

We have not, however, freed ourselves from the notion that leisure time is waste time. The indispensable condition of such a discovery is that we should convert it into something better. Leisure is the parent of arts and sciences. It is also, by an ancient proverb, an excellent ally of Satan. Whether it shall be the one or the other for the majority of a people has depended in the past upon whether they have developed ideals in regard to its proper employment, and have in their national system of education inculcated these ideals and trained in the practises that realize them. Eight-hour labor laws may be, as President Eliot declares, a curse both to worker and to society. That they shall become something different depends doubtless upon the education of those who are affected by them. We need a new education for leisure, one that shall be adapted to all classes and to modern conditions, an education not incompatible with the ideals of a nation of workers, but rather supplementary thereto.

Altho the occupations of unemployed time vary widely in our country, they fall into certain large classes—society, literature and art, athletics, travel, the newspaper, and possibly we should include indulgence in the pleasures of appetite. Society includes incidental intercourse, the various social functions and the club, each of which plays some part in the life of practically all classes of Americans. Literature and art are so cheap as to be within the reach of every one. Athletics has its forms suitable to the resources and the tastes of each class. They range from baseball and hunting to the automobile and the yacht. Travel is rapidly becoming an universal form of recreation. Over all as a time consumer the omnipresent passion for the newspaper holds constantly increasing sway.

No one can say that we are not abundantly supplied with material to furnish our leisure. But it is noticeable that the occupations which we seem to prefer are such as involve a somewhat passive attitude. In society, on the whole, we drift. To the workers it means a joke, a gossip or a dance. To the idle rich it means fashion and frivolity and reckless expenditure turned into a business. Art, literature, science, philosophy, statecraft—these do not concern very deeply the intercourse of the society we seek in leisure, nor does that society seriously react upon these higher interests as is the case

with the aristocratic life abroad and thru history. Society is with us amusement, nothing more. If we consider athletics we find that the majority are apt to assume the rôle of spectators. In art we prefer the theater, since here the attention is forced, and for its appreciation there is required no apprenticeship of training and effort. The newspaper suffices for science and history, and the novel for literature. Greater activity than such reading requires we reserve for the vacation. Our resources for a noble use of leisure are enormous. We cull from them material to catch the fancy for an idle hour.

Some may think that in our strenuous workaday world the proper use of time not absorbed by the vacation is in rest, or in that approximation to rest which we may call amusement. But it is more than likely that in thinking ourselves more strenuous than our fathers we are deceived by an illusion due to the greater effectiveness of modern methods and instrumentalities. We do more, hence we imagine that we work harder. So, too, we feel that we need more rest, but the fact is probably that, feeling the pressure of necessity less, we indulge more a natural passion for idleness, and excuse ourselves to our accusing consciences by imagining that the need is imperative. But the rest theory will not hold permanently against the facts of constantly increasing leisure and its evident abuse. We must either frankly resign ourselves to spending a very considerable portion of our time in the mere getting of diversion, or cultivate the public taste. There are signs that we are to seize the latter alternative.

Among the most interesting of the recent efforts in this direction may be mentioned the various enterprises aiming to occupy in a more intelligent and worthy fashion than is the usual custom the idle hours of the poor, whether children or adults. Here as elsewhere it was the exaggeration of a need long existent that brought the matter to consciousness, and led to remedies. The children of the tenement districts in large cities were certainly without facilities for any save the most undesirable forms of sport. Their parents were little if at all more favorably situated. Within the past decade we have seen established with great rapidity the clubs of college settlements, vacation playgrounds, excursions to the country, free libraries. All these may be grouped under the head of "frills." Their only utilitarian excuse is that they promote health and prevent crime—large uses, it is true, yet, one may venture to declare,

representing by no means the sole or even the main gain. For are they not to be grouped in that large division of educational activities, the aim of which is to teach mankind to play well? If so, then, since true play is an end in itself, utilities, however important or far-reaching, must be regarded as incidental.

It is a significant fact that when, a few years ago, playgrounds were introduced in New York, children did not know how to use them, but stood about until they were shown by the teachers what to do. Nothing is more certain than that the majority of mankind need to be led in play as well as in work. If we are not shown we do not discover how to use the park three blocks away or the library across the street. College gymnasiums were deserted until the gymnastic instructor appeared. Games are racial habits handed on by imitation and developed by those with some spark of the genius for leadership. The spontaneous results of the play instinct are in man unorganized, elemental, crude. Scuffling may perhaps be taken as typical of them. If the average man needs direction in order to improve habits of work, far more does he need to be guided to improve his sport. And that play which concerns itself with the intellectual rather than the physical more than all other occupations of man requires thought and fostering care to be made truly worthy.

Historically, liberal education has been education worth while for its own sake. The products which such education has inspired have been the greatest glory of civilization. Applied to the work of life they have revolutionized, let us say, liberalized it. They have made democracy possible. But no people has realized democracy so long as it has neglected those things which are the glory and the justification of aristocracy. When leisure ennobles work, then only does work cease to be slavery. We wish a society the wit and wisdom of which shall improve the commonplace; a society whose aims are high thinking, refined taste and broad humanity. We wish athletics to be synonymous with generous courage, the mirror and the school of the morals of the age. We wish our culture to be wide enough to make us really appreciate "the best that has been thought and done in the world." We wish that our training may give us so deep an interest in men and things that our journeys may be transformed from picnics into pilgrimages. We wish to live our leisure with some art, that it may be not merely rest but inspiration. To this end we wish and are awaiting instruction.

Mothers' Reading Circles

JENNY B. MERRILL, PH.D.

MANY young kindergartners feel a hesitancy in organizing Mothers' Meetings in connection with their work, which is both natural and commendable. I say commendable, because modesty is always a sign of promise.

It has occurred to me that kindergartners would experience less embarrassment in addressing mothers, especially intelligent mothers, if they would first get together a "Mothers' Library," more or less scientific, according to circumstances, and make the first Mothers' Meeting an occasion for forming a "Mothers' Reading Circle." This purpose might or might not be announced in the call for the meeting, according to the character of the mothers invited.

It will be helpful if a kindergartner will prepare a list of the books composing a Mothers' Library, and leave a copy with each mother personally during a call made previously to the meeting. Kindergartners report that these home attentions are invaluable in inducing mothers to be present at the first meeting.

Several elements should be well balanced in making the selections for any Mothers' Library.* A few classic authors on education should be represented. Popular present-day books, relating to childhood, and yet of distinct literary merit, should be included. Books treating of the physical care of little children, also of their general training in morals and manners, should be present. A few works on scientific child-study may be introduced. Books of songs, stories, pictures, games and home occupations should not be omitted, for many mothers will desire immediate, practical, every-day help.

In some circles it may be best to inaugurate the library with books of the practical order only. Much must be left to the good sense of the individual kindergartner.

If it seems wise to introduce a few books of each type, the first meeting might well be spent in discussing briefly the character of the books under each heading and possibly running thru the table of contents of a few.

This will enable a mother to decide which book she prefers to take out. It may be suggested that at the next meeting each mother, or a few named, will be prepared to read a paragraph with which

*See list at end of this article.

she agrees, and also one which she *questions*. This will be comparatively a simple task, will lead to more careful reading and will also provoke discussion. It will also suggest that all children cannot be treated in exactly the same way, and dogmatic opinions very likely to arise in discussing children may be averted.

It may be decided to concentrate for several months upon readings from one book for discussion at the ensuing meetings. Suppose the circle decides upon Miss Poulsson's "Love and Law." Chapter 2, "From Play to Earnest," and Chapter 5, "Early Virtues," will be found desirable for reading in the circle. The remaining chapters may be reserved for home reading. (In connection with the second chapter consult the *Kindergarten Review*, Oct., 1906, on "Baby Play.")

Again, let us suppose it is decided to read from "The Child," by Dr. Tanner. The kindergartner may select several striking topics from the table of contents, write them upon the blackboards and ask mothers which they wish to hear.

This exercise of choice is valuable in order to provoke thought and to lead to conversation. I have selected the following topics because they bear upon the practical, every-day life of the child. They are also suggestive of points all mothers should learn to observe, and I think will arouse a desire to read the book.

TOPICS FROM "THE CHILD."

	PAGES
1. Causes and Signs of Fatigue in Children.....	41-46
2. Habit	98-100
3. Earliest Recollections.....	101-103
4. Personification	124
5. Imagination and Lying.....	126-130-196-197
6. Children's Ideals.....	131-137
(See also THE KINDERGARTEN MAGAZINE, October, 1903.)	
7. The Concept of Self.....	151
8. Children's Sense of Time.....	152
9. Why?	157
10. Children's Questions.....	168
11. Sense of Ownership.....	195
12. Teasing	198
13. Children's Ideas of Punishment.....	200-209
14. Anger and Jealousy.....	216-218
15. Fear and Bashfulness.....	219-222
16. Joys and Sorrows.....	224-228
17. The Interests of Babyhood and Early Childhood.....	234-238
18. Direction Rather Than Repression.....	249-250
19. Rhythms of Growth.....	269
20. Instincts	271
21. Importance of Training the Hand.....	285
22. What a Child Imitates.....	296-300

23. Value of Suggestion.....	303-307
24. Rhythm and Music.....	339-346
25. Drawing Stories.....	386
26. Education in Play.....	393-412

The librarian in charge of traveling libraries in New York City is able to put up and loan several such libraries as I have described, without any expense to the kindergarten or school. She may be consulted at the New York Branch Library, 190 Amsterdam avenue, near 69th street, Manhattan. The circulation from this branch is limited to the Boroughs of Manhattan, The Bronx and Richmond.

A special Mothers' Library may also be seen in my office, 500 Park avenue. In some of our New York City schools such a library may be secured thru the principal from the school library lists.

In future articles I hope to point out topics and passages from several of the books mentioned below, especially appropriate for reading and discussion in a Mothers' Reading Circle. Meanwhile I shall be pleased to receive reports of the circles as they are organized and of the books and quotations that prove most attractive and suggestive to mothers.

A MOTHERS' TRAVELING LIBRARY.

(a)	(d)
The Child..... <i>Tanner</i>	The Story of a Child..... <i>Loti</i>
Children's Ways..... <i>Sully</i>	The Luxury of Children..... <i>Martin</i>
Biography of a Baby..... <i>Shinn</i>	Children's Rights..... <i>Wiggins</i>
First Steps in Mental Growth..... <i>Major</i>	Poems of Childhood..... <i>Field</i>
The meaning of Education... <i>Butler</i>	Childlife in Prose..... <i>Whittier</i>
	Childlife in Poetry..... <i>Whittier</i>
(b)	Mother Stories and More Mother
School of Infancy..... <i>Comenius</i>	Stories..... <i>Lindsay</i>
Mother Play and Education of	Two Children of the Foothills,
Man..... <i>Froebel</i>	<i>Harrison</i>
Leonard and Gertrude..... <i>Pestalozzi</i>	Posy Ring..... <i>Wiggins and Smith</i>
Dickens as an Educator..... <i>Hughes</i>	Some Silent Teachers..... <i>Harrison</i>
Aristotle — Ancient Educational	
Ideals..... <i>Davidson</i>	(e)
(c)	Story of a Sand Pile..... <i>Hall</i>
Love and Law in Child Train-	Occupation for Little Fingers,
ing..... <i>Poulsson</i>	<i>Sage and Coley</i>
Study of the Child..... <i>Washburne</i>	Organized Hand-Work..... <i>Harrison</i>
The early Training of Chil-	Finger Plays..... <i>Poulsson</i>
dren..... <i>Malleson</i>	Small Songs for Small Singers,
Care of the Child in Health.	<i>Neidlinger</i>
<i>Oppenheim</i>	Song Stories..... <i>Hill</i>
The Care of Children..... <i>Scovil</i>	Hand Work..... <i>Hoxie</i>
Childhood..... <i>Birney</i>	Lady Hollyhock (Nature Dolls),
A Study of Child Nature..... <i>Harrison</i>	<i>Walker</i>
Moral Education..... <i>Griggs</i>	Picture books of animals and of
The Moral Instruction of Chil-	country scenes, etc.....
dren..... <i>Adler</i>	

The Kindergarten Program

HARRIETTE MELISSA MILLS.

III.

Froebel's Views Concerning the Nature and Needs of the Child

MODERN investigation into the problems of child life sanctions the affirmation with which we closed the last chapter—namely, that the psychophysical life of the child unfolds under the law of organic unity, and that self-activity is the method of its revelation and realization.

Genetic and dynamic psychology, following the devices of scientific procedure, interrogate and describe the manifestations of child life as they appear in instinctive and impulsive responses to environing conditions. Educational psychology, seeking to interpret the data thus secured, subjects the total output of instinctive and impulsive activities to the test of worth or value, in order to ascertain the leading types of activities, the functioning of which educes the characteristics of an individual life, and indicates the pattern of a personal experience. The modern concept of the child implies that whatever forms the revelations of inner life may assume, they are to be interpreted as indices of character, and regarded as announcements of needs that are urgent and immediate. Activities of negative and positive import alike demand attention, since the former must be rendered abortive, and the latter made formative in the development of the life-whole, whose purposes are revealed by just these activities.

Approaching the problem from another point of view, idealistic philosophy affirms the organic unity of the life-whole as it is revealed thru its activities. It claims that the individual, thru action, objectifies the purposes implicit in his inherited nature, and that these purposes are clarified and become increasingly explicit, as thru the processes of growth and development activities emerge into clear consciousness.

Thus, purposive education, under the guidance of idealistic philosophy and child psychology, recognizing the child as the agent of its own development, encourages and accentuates those activities

that are conducive to the revelation and realization of the self-initiated processes of child life. Purposive education of the highest type undertakes to provide the situations and stimuli that meet the need of the child as it seeks to reveal its essential nature as a unitary being. By wise elimination of negative stimuli, it conserves the energy of the child for reactions to the positive stimuli of an environment, the enrichment of which, keeping pace with the evolving life of the child, meets his physical needs, provides suitable nourishment for the mind, and creates a psychic climate of joy and good-will in which to nourish the soul.

What genetic and dynamic psychology have described as the manifestations of child activity; what idealistic philosophy interprets these activities to signify in the realization of the ultimate purposes of human life; what purposive education undertakes to accomplish thru the furtherance of human development and achievement—Friedrich Froebel saw in intuitive vision, and, as a result, gave to the world his first and perhaps his greatest work, "The Education of Man."

Those who believe that Friedrich Froebel thought only of the kindergarten and the child of kindergarten age, need only to read this book to know that nothing less than the education of man is the burden of his total message to the world. In this great work Froebel traces the evolution of the human being from infancy to childhood, from childhood to boyhood, from boyhood to youth and manhood, and endeavors to define the nature and needs of the human being at each stage of his development. He states the principle of unity as the fundamental law of life; he affirms that this principle can become effective only thru the fundamental process or method of self-activity; again and again he states the aim and goal of human endeavor; and he makes use of the principle of selection and arrangement in the choice of suitable stimuli for the developing human being. Those who approach this book in a sympathetic way find it a mine of inspiration, and are able to overlook its involved style, its repetitions, its symbolic emphasis, and its devices that have lapsed into the oblivion into which all such measures must pass when their office has been fulfilled. Armed with the insight of a later day knowledge, one reads the record of this great educator's intuitions with increasing reverence, nor wonders that they are sometimes characterized as marvelous. When reading this book one must also remember that the idea of the kindergarten be-

gan to take definite form at least ten years later than the publication of "Education of Man." And yet the generative elements of the kindergarten are embodied in this earlier work. They came to fruition in the mind of Froebel slowly but none the less surely, since these elements that were implicit in "Education of Man" became explicit and were given concrete embodiment in the "Mother Play" and "Pedagogics of the Kindergarten."*

A knowledge of the totality of Froebel's thought concerning the education of man is indispensable to an adequate interpretation and appreciation of each special period of development, including the period of childhood. Froebel was not a psychologist. He had only the common language of every day life in which to clothe ideas that in more impressive form greet the eye in every modern book on psychology or philosophy. Yet, even though Froebel used common words to express his ideas, it is not an easy task to decipher his meaning. It is necessary to disentangle each leading idea from its many interwoven ramifications, and confine that idea to its main and original import, find its subordinate meaning, and establish the validity of both primary and secondary significance in the realm of practice. In an endeavor to impress his leading ideas by means of varied expression, Froebel involves them in such a way as to render them almost inaccessible to the casual reader. Furthermore, he does not fully express himself concerning any one idea on its first presentation, but true to his idea of organic unity, he interweaves one pregnant idea with a second, sees both from a new point of view in a third, until one is lost in a labyrinth of expression wherein the fundamental divisions or categories involved, are effaced. Each ramification of a primary idea is not without its value; and the student of Froebel will be amply repaid by following a system of cross-references that emphasize the natural points of contact between the simple ideas and cataloguing their practical application and possible extension.

We as kindergartners, dealing with the period of childhood, must know Froebel's views of that period. These views must be

*In "Education of Man" on the following pages respectively, see the germinative ideas of Grass Mowing, p. 56. The Little Gardener, pp. 111-112. The Greeting, p. 122. The Family, p. 97. The Light Bird, Tick Tack. All Gone and others, p. 69. It is interesting to trace the development of the Occupation idea from the suggestions contained in "Education of Man" to their elaboration in the essays of Froebel which were collected by Wichard Lange, and incorporated in a volume entitled "Die Padagogik des Kindergartens," Berlin, 1861.

tested by the advance that has been made in the knowledge of the subject since his time. If our study reveals theories and practices that cannot stand the test, let us be willing to abandon them. If, on the other hand, we find principles and practices that level up to the best that is known of child nature, let us, giving "honor to whom honor is due," acknowledge our indebtedness to Froebel, and be loyal to principles that have enduring validity and increasing acceptance.

Froebel, in the first chapter of "Education of Man," indicates his belief that the *life of man as it expresses itself thru actions, reveals both his nature and need*:—

"It is the destiny and lifework of all things to unfold their essence, . . . to reveal God in their external and transient being. It is the special destiny and lifework of man, as an intelligent and rational being, to become fully, vividly and clearly conscious of his essence, of the divine effluence in him, and, therefore of God; to become fully, vividly and clearly conscious of his destiny and lifework; and to accomplish this, to render it (his essence) active, to reveal it in his own life with self-determination and freedom."—"Ed. of Man," p. 2.)

Activity is the standard by which Froebel discerns the character of the inner life:—

"The activity of the senses and limbs of the infant is the first germ of the first bodily activity, the bud, the first formative impulse."—"Ed. of Man," p. 37.)

Again he says:—

"The nature of man as a being destined to become, and in future to be, conscious of personality, although at first apparent only in slight outlines, yet already stamped with sufficient distinctness to be observed and comprehended—lies in the quite peculiar character of childish activity . . . which cannot be more fittingly designated than by the expression "to busy one's self;" in the impulse of the child to employ itself, an impulse awakening at the same time with the inner life of the child—that is, in the impulse to be active for the increasing development of its own life."

("Pedagogics of Kindergarten," pp. 24, 25.)

For Froebel, the co-ordination of the activities of the self and its environment, is essential to the processes of growth. He places education in the system of agencies that assist man in his efforts to achieve his destiny as a free being when he says:—

"Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and free representation of the inner law of Divine Unity, and in teaching him ways and means thereto."—"Ed. of Man," p. 2.)

In the following quotations Froebel emphasizes the importance of the oversight of the first activities of the child:

"We are repeatedly impressed with the conviction that everything which is to be done for the true human development of the child, and all efforts which are to be made for such an education as will satisfy the needs of all sides of its being, must be connected with and proceed from the fostering of the impulse to employment, and the oversight of the first employment of the child."—"Pedagogics of the Kindergarten," p. 24.)

"The present time makes upon education and the educator, parents and nurses, the following, wholly indispensable requirement—to comprehend the earliest activity, the first action of the child, the impulse to formation and to spontaneous and personal activity (the first manifestations of which appear at an early age), to encourage the earliest employment of children at home, the impulse to self-culture and self-instruction thru self-shaping, self-observation, and self-testing."—"Pedagogics of the Kindergarten," p. 16.*)

It is by means of activities and the conditions of inner life which they reveal that Froebel determines the transition of the human being from one stage of development to another. He also sees with clear vision that there are no sharp lines of demarkation between these stages. In the following clear and explicit statements he sounds the note of warning against viewing them as separate:—

"It is highly pernicious to consider the stages of human development—infant, child, boy or girl, youth or maiden, man or woman, old man or matron—as really distinct, and not, as life shows them, as continuous in themselves, in unbroken transitions; highly pernicious to consider the child or boy as something wholly different from the youth or man, and as something so distinct that the common foundation (*human being*) is seen but vaguely in the idea and word, and scarcely at all considered in life and for life."—"Ed. of Man," p. 27.)

"Yet the boy has not become a boy, nor has the youth become a youth, by reaching a certain age, but only by having lived thru childhood, and, further on, thru boyhood, true to the requirements of his mind, his feelings and his body; similarly, adult man

*In this connection read "Pedagogics of the Kindergarten" pp. 23-27 for Froebel's idea concerning the significance of the helpless period of infancy.

has not become an adult man by reaching a certain age, but only by faithfully satisfying the requirements of his childhood, boyhood and youth."—"Ed. of Man," p. 29.)

Concerning the relative degrees of importance of these various stages, Froebel says:—

"However, it is impossible to establish among the various stages of human development and cultivation any definite order with reference to their relative degrees of importance, except the necessary order of succession in their appearance in which the earlier is always the more important. In its place and time each stage is equally important. Nevertheless, inasmuch as it contains the development of the first points of connection and union with surrounding persons and things, the first approaches toward their interpretation and understanding, toward the comprehension of their inner being, this stage (of childhood) is of paramount importance."—"Ed. of Man," p. 50-51.)

Having commented upon the characteristic activities of the period of infancy, Froebel writes in "Education of Man," page 49:—

"As soon as the activity of the senses, of the body and the limbs is developed to such a degree that the child begins self-actively to represent the internal outwardly, the stage of infancy in human development ceases, and the stage of childhood begins."

What then, according to Froebel, are the activities of childhood, which function for the fulfillment of its nature and needs?

In "Education of Man," sections 28-44, Froebel presents four instinctive and impulsive activities that are characteristic of childhood. They are: (1) *the language or speech impulse*; (2) *the play impulse*; (3) *the instinct of research and experiment*; (4) *the impulse manifested in drawing*.

By means of the *language impulse* as revealing the inner conditions of the child, Froebel determines the transition from infancy to childhood. Co-ordinate with the impulse to utter sound is the impulse to play. Therefore "Play and speech constitute the element in which the child lives." Froebel says of the language impulse:—

"With language, the expression and representation of the internal begin; with language, organization, or a differentiation with reference to ends and means, sets in. The inner being is organized, differentiated, and strives to make itself known, to announce itself externally."—"Ed. of Man," p. 50.)

The importance of language as a means to the right interpretation of experience, Froebel sums up as follows:—

"This stage is, indeed, important, for it matters much to the developing human being whether the outer world seems to him noble or ignoble; low, dead, as a thing made only for the enjoyment of others—to be used, consumed, destroyed, or as having a destiny of its own—high, living, spiritual, animated, and divine; whether it seem to him pure or impure, ennobling and uplifting, or debasing and oppressive; whether he see and know things in their true or in false, distorted relations.

"Therefore, the child at this stage should see all things rightly and accurately, and should *designate* them rightly and accurately, definitely and clearly, and this applies to things and objects themselves, as well as to their nature and properties."*

Froebel understood the *play impulse* as correlative and concomitant with the language impulse. Together they constitute the world in which the child lives, moves, and has his being. The "physical finding of self" gives the point of departure for the first plays of infancy which are the instruments of the differentiation processes, operating within the organism. Froebel appreciates the significance of play in its twofold aspect—as revealing the nature of the human being, and as instrumental in satisfying his needs. His theories concerning the nature of play are revealed in the following quotations:—

"Play is the highest phase of child-development, of human development at this period; for it is *self-active representation of the inner—representation* of the inner from inner necessity and impulse."—"Ed. of Man," pp. 54-55.)

"Play is the purest, most spiritual activity of man at this stage, and, at the same time, typical of human life as a whole—of the inner hidden natural life in man and all things. It gives, therefore, joy, freedom, contentment, inner and outer rest, peace with the world. It holds the sources of all that is good."—"Ed. of Man," p. 55.)

"The plays of childhood are the germinal leaves of all later life; for the whole man is developed and shown in these, in his tenderest dispositions, in his innermost tendencies."—"Ed. of Man," p. 55.)

Of the place and significance of *the instinct of research* Froebel writes:—

"The child loves all things that enter his small horizon and

*Those who wish to follow further Froebel's treatment of this phase of human activity, will find in Sections 77-82 a most interesting development of the place and significance of language, as a subject of instruction. Notice that language is given third place in a developing series of subjects. In so doing has Froebel abandoned his original position concerning the primary importance of language?

extend his little world. To him the least thing is a new discovery; but it must not come dead into the little world, nor lie dead therein, lest it obscure the small horizon and crush the little world.

"Therefore the child would know himself why he loves this thing; he would know all its properties, its innermost nature, that he may learn to understand himself in his attachment. For this reason the child examines the object on all sides; for this reason he tears and breaks it; for this reason he puts it in his mouth and bites it. We reprove the child for his naughtiness and foolishness; and yet he is wiser than we who reprove him.

"The child would know the inner nature of the thing. An innate instinct which, properly appreciated and guided, would seek to find God in all His works, urges him to this. God gave him understanding, reason, language. Those who lead his life do not, cannot gratify this instinct. . . . Where, then, shall the child seek gratification for this instinct of research, if not from the object itself?"—"Ed. of Man," pp. 73-74.)

Out of these three impulses of childhood—talking, playing and investigating—merges a fourth, *the drawing impulse*. The importance of fostering this impulse is thus stated by Froebel:—

"The faculty of drawing is, therefore, as much innate in the child, in man, as is the faculty of speech, and demands its development and cultivation as imperatively as the latter; experience shows this clearly in the child's love for drawing, in the child's instinctive desire for drawing."—"Ed. of Man," p. 79.)

Froebel looks upon drawing as a means of developing in the child a keen and vivid realization of himself as a creative being. The sense of freedom to transcend the limitations of time and space, constitutes an allurements to which the spirit of the child responds in his impulse to represent his inner life thru drawing. Froebel says:—

"Now, although all that the child does is a creating from himself (even his plays with the most palpable, most material substances—cubes, blocks, pebbles, etc.—being a kind of painting or drawing of his inner self; that is, of that which lives within him), yet it is painting and drawing in a narrower sense, even if it be only the drawing in the earth and on the pane of glass moistened by the breath . . . that attract the child above all and ever anew as a means of representation of his inner self. But why? Because this gives to the operative impulse to formation and effort in the child—an all-embracing satisfaction; for the child can by the drawing just as well represent a star as it shines in the sky as the flower which blossoms in his little flower-bed. He can thereby

just as well represent a tree showing itself in the woods as the flying birdie sitting on a tree or fluttering its wings and rising into air."—"Education by Development," p. 67.)

"Therefore now the development of the power of drawing in the child belongs to one of the most essential members of the educational training which develops the human being, and is one of the most essential bases of the general education of humanity."—"Education by Development," p. 69.)

Thus we see that, according to Froebel, these four fundamental activities of the human being—of which he is at first the unconscious agent—furnish the power by which the processes of development of the physical, intellectual and spiritual aspects of his unitary life are retarded or accelerated. Furthermore Froebel saw in the regeneration of the Divine Life in the individual soul, the uplift and regeneration of humanity. Nothing less than the realization of the Divine Life in humanity constituted Froebel's ideal.

Comenius valued childhood as the time in which to nurture the divinely implanted seeds of learning, piety and virtue. He, too, saw in the regeneration of the individual the ultimate regeneration of humanity. Froebel went farther and saw that the human being, thru the impulse to creative activity, progressively manifests, and may achieve his divine inheritance, and at the same time vicariously achieve the uplift of humanity.

According to Froebel, then, the office of education consists in selecting and arranging situations or experiences that are adapted to the nature and needs of the human being in each stage of his development. In seeking to make his idea practical, Froebel planned an institution for the "fostering of the impulse to creative activity," which he afterwards named the Kindergarten.

In conclusion, it may be well to summarize briefly the points of emphasis in this study of the nature and needs of the child.

Thruout the entire treatment we have encountered the idea of the child as bearer of a physical, intellectual and psychical life, whose nature and needs are made known thru his activities. We have compared the fundamental positions of the founder of the kindergarten, with the standards of scientific educational thought of the present time, in order to be intelligent in our acceptance or rejection of his leadership. If the principle of life as organic unity holds good for the best educational thinkers of the present, as it did for Friedrich Froebel; if self-activity is believed to be the method

of revelation of the nature and needs of the human being; if there is substantial agreement as to the fundamental modes of activity that are available for the development and enlightenment of the human soul—then let us affirm our loyalty to the principles of education that were revealed to Friedrich Froebel mainly by intuition and to modern educators by insight. If these principles—which are the universal, and necessary principles of education—govern the kindergarten as one stage in the development of the human being, the place of the kindergarten in the educational system is ultimately assured.

In his grasp on fundamental principles, Froebel is—to quote Dr. Davidson—"The Prince of Educators;" but in the practical application of these principles—in selecting ways and means for fostering the impulse to creative activity, Froebel, being human, sometimes erred. To-day, armed with actual insight, we are called upon to relinquish, *not the principles*, but some of the devices in which Froebel embodied them. Let us, in our loyalty to principles the validity of which is unquestioned, be willing to sweep away the whole fabric of Froebelian instrumentalities *if need be*; but not until Froebel's thought in its totality is understood and the generic idea that lies at the base of each instrumentality is tested by the standard of the nature and need of the child for whom it must be simple, it must be timely, it must be true.

In formulating a kindergarten program, it is not enough to know the universal and necessary principles that govern all educational endeavor; it is not enough to discern the activities of childhood, and select for development special ones of fundamental import; it is necessary to know the aim or goal of education in general, and the aim or goal of the activities and energies of childhood. Therefore in the next article we will consider the second universal problem—The Aim of Education.



Recreative Games and Plays for the Schoolroom

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NO subject has suffered more from unrelatedness than school marching. The constantly repeated, unaccompanied treading with its monotonously insistent "left, right," etc., fairly represents the marshaling of vital social forces into the lockstep of the chain gang. Absolutely lacking in imagery or elevating association, used merely to shift large masses of human freight as easily and expeditiously as possible, what can it convey of one of the most inspiring sentiments of the human soul—that of heroism, patriotism, chivalry; the protection of truth, right, honor.

Here is not the time or place to discuss the character or use of the soldier—his passing, as we substitute the ideals of peace and arbitration for the merciless methods of war. In its long struggles with environment, the savagery of nature and man, the dim spark of reason and truth asserted itself, battling its way thru all conditions to the light. The element of the heroic may be looked upon as a permanent reaction in human life. We may have arrived at the stage where the moral hero may be substituted for the physical, but he will remain, and never was courage, heroic endurance and high valor a more necessary part of life's equipment. The broadening of the conception as to the qualities of the hero, to recognize him in daily life; to find him more frequently in books and in local history, to find him in other garb than that of the soldier, can be proof of our growth and work as teachers.

Besides the servant of the state, the soldier as we know him, the knight of the past—the postilions, the fireman, postman, policeman, the lighthouse and life-saving crews, rough riders, ranchmen and many other applications can be made.

The subject of the hero may be associated with the makers and builders of our commonwealth, the pioneer and Indian history of our country. Every State abounds in local characters and incidents of this period, which can make a living background for action. The coming Jamestown Exposition will renew and make real much of our epoch-making history, as the heroic experiences of the Lewis-Clark expedition were revived in the recent Portland Exposition.

The polar expeditions of the present, the founding of cities, New York and Chicago, are rich in suggestion. Surely George Washington need not be an abstract conception of inane goodness to any New York girl or boy with records of his life and work in scores of yet existing buildings and localities.

MARCHING IN THE KINDERGARTEN.

With the freer use of rhythm much of the formal marching has disappeared from the kindergarten, at least for the first part of the year. The fact that marching is really difficult for the young child in his yet unco-ordinated physical conditions has caused the substitution of a great variety of walking, skipping, hopping, sliding, etc., movements which make for a perception of fast and slow, long and short, and help the little child to find balance and control before attempting the formal march.

After a great deal of this general co-ordinating work, which makes him efficient and able and self-controlled, there comes the time, however, when good, straight marching is a salutary lesson, and nothing more delights the heart of a child than the full response to its commands. When the fractious little tempers and bodies have been led gently along the pleasant paths of obedience to respond gladly to the formal discipline of a military drill there has indeed been a great step taken.

As the patriotic birthdays approach, the soldier plays may be more definitely organized and culminate in miniature drills which involve considerable disciplinary value from a physical point of view. The following are a few plans which have been tried with children and found practical. By no means should all of these be used with one set of young children or to the exclusion of general games.

LESSON I.—SOLDIER PLAY.

A. *Preparation*—I want you to tell me all about a soldier this morning; what he does, how he looks, marches, dresses, etc.

1. Show me how a soldier *stands*.
2. Show me how he carries his *head*.
3. Show me where he keeps his *hands*.
4. Show me how he keeps his *feet*.
5. Where does he keep his *eyes*.
6. Show me the soldier's *salute*.

7. *Salute* with the right hand—left. Now we are ready for a march.
8. Left, right—the treading.
9. Forward *march*—around the room.

This presentation puts the child in the position of the *actor*, and putting the emphasis on the action will serve to get a fairly prompt response from him.

B. *Uniform*—"I want you to tell me about a soldier's dress"—uniform—etc. This series can again be used as effective drill—not mere play—if good position is insisted on. "Let us see how quickly you can change from one to the other."

1. *Knapsacks**—arms on back, good shoulder position.
2. *Epaulettes*—hands on shoulders—elbows back.
3. *Soldier-caps*—hands on heads, fingers pointed.
4. *Soldier-stripes*—arms straight, fingers touching sides.
5. *Salute*—rest.
1. Hands on *swords*—left hip, right arm over.
2. *Swords drawn*—right hand, upward point.
3. *Swords replace*—right hand, downward point.
4. Repeat 2 and 3 several times.
5. *Salute*—rest.

The folk game—The King of France—is a very good drill game to introduce at this point.

Very simple facing exercises and commands can be introduced in a direct way, which will lead to the formal term. Such a call as "face the *captain*" for front, "clock," "windows," "piano," will soon lead to "right," "left," etc., and finally they will like the drill-masters—"right-about-face"—and respond with great alacrity. A hollow square can also be initiated by marching around the four sides of room or square marked on floor. In the same way marching straight and turning a corner square can be effected without trouble. In this way marching can be kept happy, alert, playful, and yet lead to definite results without over-stimulation.

LESSON II.—MARCHING.

A. *Preparation.*

1. Walking step—even accent.
2. Running step—fast and slow.

*The italics stand for inflected command.

3. Lifting feet—clean step.
4. Stepping high—balls of feet.

This group should help the children to bring the body forward—off the heels—and to a light, elastic gait. Marches in 6/8 time are best for this.

B. For Accent.

1. Tramping—loud and soft.
2. Tiptoes and heels—loud and soft.
3. Strong beat with left foot.
4. Strong beat with right foot.
Let this be called “outside” or “inside” foot with children who have not learned “right” or “left.”
5. Alternate strong and weak beat.
6. Treading—“left,” “right,” etc.
Marches in 2-4 and 4-4 are best for accent and defining the beat.

C. Soldier Drill—If given in the grades let children stand in aisles. If used in kindergarten let them form in two lines, marching toward and from each other; then each line marching outward and coming back to line and finish with repeat for third figure. The “forward,” “backward,” “salute” and “halt” can be introduced in a general march first.

1. Forward *march* 1—2—3—*salute*.
2. Backward *march* 1—2—3—*salute*.
3. Repeat Nos. 1 and 2 and halt.
1. March about room playing imaginary instruments and back to place.
2. Repeat first figure. To seats or tables.

The music for this drill is “Playing Soldiers,” page 22 of *Music for Child World*, Hofer, Vol. II.

D. Making Camp—At the close of a drill or march let the children play going to camp.

1. March to camp, wearily, knapsacks on back.
2. Pitching tents. Two children with upraised arms represent tent.
3. Soldiers lie down and sleep.
4. Sentinel marches round sleepers, calls the hour—“all’s well.”
5. Reveille sounds—soldiers awake.
6. Get up, form line, march away.

"When Johnny Comes Marching Home" and "Tenting on the Old Camp Ground." *Music for Child World*, Vol. II, page 24.

LESSON III.—FLAG DRILL.

This drill can be preceded by the general playing flags, waving, etc., of the kindergarten march, and yet redeem it from the sloppy physical work which it usually represents.

A. *Flagstuffs*—I want some good standard bearers, and first of all some straight, tall flagstuffs for our flags.

1. Right arm *stretch*—no elbows.
2. Left arm *stretch* (*inside* or *outside*).
3. Both arms *stretch*.
1. Right hand *wave*.
2. Left hand *wave*.
3. Both hands *wave*.

Play "Soldier Boy, Soldier Boy."

B. *Flag Drill*.

1. March, single file, flag over right shoulder.
2. March round room and form from two sides in two rows, facing front.
3. Short drill—flag raised *high*.
flag pointing *out*.
flag pointing *right*.
flag pointing *left*.
flag pointing *rest*.
4. March outward, wave flag and sing.
5. March in two lines to front and cross.
6. Form bridge of flags, points together, as all pass under.
7. Raise flags—salute. Sing flag song.
Neidlinger flag song in "Small Songs for Small Singers."

LESSON IV.—PLAYING BAND.

Perhaps no element of kindergarten activity can bear more vitalizing than clapping, which usually proceeds its undisturbed desultory way thru the kindergarten year. Besides being a physical exercise it helps define the pulse in music. Some children will clap the drum or strong beat, others again naturally clap the broken beats. They will much enjoy separating time and tune and clapping tunes for you to guess. Take any one of their patriotic or soldier songs.

and let one-half be the bass or big drum and the other half play the little ones. This can be tried in the morning circle.

A. Preparation—"I would like you to sing a song for me, and while we sing we will clap and find the part of the music which makes us march and makes our feet go together. Now the part we like to sing." This will give you movements for the following group.

1. Cymbals—clap with large arm swing, clap.
2. Bass drum—large arm movement, boom, boom.
3. Snare drum—small beats and forearm movement and fingers.
4. Combine cymbals and drum.
5. Clap loud and soft.
6. Play fife and trumpet.

In order to get something other than a mere fanning of the air, let children show how large a bass or snare drum is and how you wear it and play it.

B. Clapping Lesson.

1. Clap all beats.
2. Clap strong beat.
3. Clap strong and weak.
4. Contrast by half of class playing one and then the other.

Let the children sing and play songs they know in this way, and after Christmas bring their drums and other musical toys, tambourines, triangles, etc., for a real band. They will be much interested in making violins and harps by stretching strings and rubbers over boxes. Much work can be done with primitive music at this time. These crude instruments can be classified into high and low, loud and soft, and then used to represent these phases in the songs and piano music used. The following are a few pieces which have been found useful for illustration:

Marching thru Georgia, Dixie Land, When Johnnie Comes Marching Home, *Modern Music Series*, marching song, page 30; *Music for Child World*, Vol. II, Pages 23, 25, 26.

Let your band lead the parade for your festival, when a drum major will be necessary to keep time and lead the band.

LESSON V.—CAVALRY.

No part of soldier play brings more or better spontaneous exercise to the kindergarten child than the spirited activities of horses. A great deal of free imitation prepares the way for a cavalry drill.

A. *Preparation*—"We want some horses for our parade very soon, and will have to get them into training.

1. Trotting movement, short, pointed step.
2. Stamping movement, impatiently.
3. Pawing movement, leg lifted from hip—drop.
4. Running movement, gay canter about the room.
5. Galloping movement, bounding forward.
6. Reining up.
7. Slow parade; step around the room.

Music for the Child World, Vol. II, pages 26, 28, 32.

B. *Cavalry Drill*.

1. Company form two by two, headed by captain.
2. Slow parade step up middle of room.
3. Separate and gallop outward.
4. Gallop up in twos. Halt.
5. Parade step, crossing by twos.
6. Gallop once around room and home.

C. *Tournament*—Those who have stories of the knights—the soldiers of the past—can use all these activities with added effect. The knights on horseback, carrying their shields and lances, gallop forth in fine array and show their skill in various games.

1. Heralds sounding their bugles.
2. Knights galloping into lists.
3. Knights arrayed in two opposing lines.
4. Jumping hurdles. One from each side.
5. General acclaim for victor.
6. Throwing lances thru rings.
7. Victors kneeling to receive wreath.

Music for the Child World, Vol. II, page 41.

For Washington's Birthday, George and Lady Washington may arrive in coach-and-four with postilion and outriders. Postilion song, *Modern Music Series*, First Book.

The horseman idea can be illustrated by rough riders and many local suggestions occurring in every city. The children themselves supply the local coloring and incident. Formal drills can be procured from gymnasium books and teachers—best of all, adapted to the need and occasion.

Program for February

HILDA BUSICK.

FIRST WEEK.

MORNING TALK.—The new month, the new calendar. What the new month brings: Lincoln's birthday; St. Valentine's birthday; Washington's birthday; snow, ice (in "our" river, the Hudson), skating, ice-cutting and storing, transportation to the houses; ice-boats at the pier; Blacksmith.

Nature Material.—Planting of bulbs.

Stories.—Bennie's New Skates; John's Winter at Grandma's (ice-cutting); Old Sol; In the Child's World.

Songs.—Jack Frost (Small Songs for Small Singers); The Blacksmith (Songs of the Child's World).

Games.—Skating; Selling Ice; Blacksmith, Ball (older children), bouncing, tossing with music; (younger children), without music.

Pictures.—Skating; Ice-house; Ice-boat; Old Sol; Blacksmith in His Shop; "The Village Smithy."

Rhythms.—Horses on stone pavement, on snow, drawing heavily loaded ice wagons; skating; soldiers.

Sand.—Pictures: ice-cutting; blacksmith's shop.

Gifts.—Building: skating house, benches, bridges over Central Park Lake, ice-house, boat, train, wagon, refrigerator, blacksmith's shop. Seeds: horse, horseshoe, hammer, anvil; arches, bead soldiers.

Occupations.—Drawing: Illustration of Morning Talk. Clay, cakes of ice, horseshoe, hammer (Christmas tree twig handle), anvil horse.

Folding: Bench in Central Park, Blacksmith Shop.

Cutting: Hammer, horseshoes, anvil, "apron" over forge.

Pasting: Cutting work mounted in blacksmith's shop.

Stringing: (New children) beads, two colors, alternating in ones and twos.

From the beginning of February the kindergarten consists of two very distinct groups of children: those who have not been promoted and the new children just admitted. In gift and occupation work these two (or more, if necessary) groups are easily supplied with work to fit their stage of development. In Morning Talk, games and rhythms there is danger of requiring too much from the new ones or not enough from the older ones.

The simpler work and the repetitions are in the main for the new children.

SECOND WEEK.

Morning Talk.—Holiday (Lincoln's Birthday) Experiences; the new snowfall; snow forts; snow men; coasting in Morning-side Park.

Valentines: Children bringing any received; plan to make one for the mothers. Postman, post-office, mail-bags, wagons, cars (in 125th street), trains, boats. Letter-boxes in houses, on lamp-posts.

Stories.—The Live Valentine (Rev. Vol. 8). Bennie's Father (The Postman).

Songs.—The Valentine (Holiday Songs).

The Postman (Hofer?)

Nature Material.—Watch sprouting of bulbs.

Games.—Dramatize Morning Talk.

"Here Comes One Soldier Marching" (Singing Games and Songs); soldiers with flags, drums, etc.

Ball Games: Aiming.

Pictures.—Soldiers, Postman, etc. Valentines. Children playing with snowman.

Rhythms.—Throwing imaginary snowballs. Marching.

Sand Picture.—Snow fort, snowman (wadding snowballs).

Finger Play.—The Pigeons (Holiday Songs).

Gifts.—Building: Forts, sleds, post-office, lamp-post, using paper boxes for letter-boxes; houses.

Second Gift: Snowman.

Seeds: Valentines, lamp-post, mail-bag, envelopes, flags.

Occupations.—Drawing: Illustrative of Morning Talk. (White chalk for snow, black crayon for tracks); soldiers, tents, flags, snowballs.

Fold: Tents (mounted on large card, also soldiers and flags), mail-bags, envelopes.

Cutting: Flags, lamp-post and mail-box, tents.

Construction.—Valentines (all the children mailed these in the mail-box at "Our Corner").

THIRD WEEK.

Morning Talk.—What the children know of the brave policemen and the brave firemen; of brave soldiers; of brave children; of brave dogs and horses. The policemen at "our" crossing, the mounted policemen on "our" avenue, "our" fire-engine house, brave and obedient horses. Washington's Birthday. Our President—Roosevelt.

Stories.—What Teddy Did on Washington's Birthday. (*KGN. MAG.* 17); The Pet Horse at the Engine House (*Kgn. Rev.*, Vol. 9); The Story of Brave (*Kgn. Rev.*, Vol. 11).

Songs.—Marching Song (Songs of the Child World); Flag Song (Small Songs for Small Singers).

Games.—Dramatize Morning Talk: Policemen helping children, helping adults, helping horses, etc. Soldiers. Ball games same.

Pictures.—Soldiers, War Vessels, Firemen and their Horses, Washington, Grant's Tomb, Soldiers Marching under Arches.

Rhythms.—Fireman Series; Marching under Arches.

Sand.—Forts, tents, soldiers, war boat.

Gifts.—Building: Arches, forts, war vessels, fire-engines and house, street crossings.

2d Gift: Beads, soldiers.

2d Gift: Sense games.

Seeds: Soldier's hat, fireman's ladder, ax, horse, dog.

Occupations.—Drawing illustrative of Morning Talk.

Folding: Wagon, basket, rocking-horse.

Sewing: Soldier hat (with cockade).

Cutting: Ladder, hat, ax, cockade.

Stringing: Cube, cylinder, bead.

Construction.—Flag; ladder (slats).

FOURTH WEEK.

Morning Talk.—The horses that help the firemen and policemen; other horses; care of horses; cleanliness of stables, of harness.

The food, shoes. Water trough in street, protection from heat in summer, from cold in winter.

Stories.—Dunny (J. L. Hoxie); Little Gray Pony (Mother Stories); Open Gate (Mother Stories).

Songs.—The Pony (One Dozen and Two).

Mother Goose.—Rocking-horse; Dapple Gray.

Games.—Dramatize song "The Pony." Rig-a-jig-jig and Away We Go.

Pictures.—Horses (as many good ones as can be secured).

Rhythms.—Rocking-horse; skipping.

Gift.—Building: Carriages, wagons, barns, stalls, troughs.

Seeds: illustrative story of Dunny.

Occupations.—Drawing illustrative of Morning Talk.

Clay: Horse, water trough, soldiers, basket.

Folding: Wagon, basket, rocking-horse.

Coloring: Horses mounting in scrap-books.

Weaving: Horse blanket.

Cutting: Horses (outlined, free and from old picture books).

Brooms from newspaper, clothes-pin handle.

Construction.—Horse reins, knotted heavy cord, bells.

Stable.

Valentines were made for the principal of the school and the two IA classes to which our children are promoted. These one child placed under the doors, knocked and ran away, while all the other children and the kindergarten hid, "peeping" to see the recipient come out to find the "culprit."

The ferns in the terrarium were used as nature material.

The story, "The Open Gate," was not told because in talking about the Mother Goose rhymes of Ride a Cock Horse and Dapple Gray the children took up the time to talk of their rocking horses and of the Shetland ponies (belonging to the theater) which paraded on our avenue.



Some Editorial Notes

It has been a shock to one's humanity and national pride to read of the change which has taken place in the original plans of the Jamestown Exposition. We are in receipt of a protest signed by such sane and far-seeing patriots as Hon. Carroll D. Wright, Edwin D. Mead, Rev. Edward Everett Hale, Cardinal Gibbons, John Mitchell, Miss Jane Addams, Miss M. Carey Thomas, William Couper, Prof. James H. Dillard, Joseph Lee, J. Howard McFarland, Frederic Allen Whiting, Prof. C. M. Woodward, Prof. Charles Zueblin, and other members of the Exposition's Advisory Board, against the "diversion of the Jamestown Exposition to the service of militarism." Here are a few of the "attractions" of the coming exposition as published in the official organ of the exposition. A brief glance thru this series is enough to sicken one who has the slightest conception of the realities of war; who knows how Washington, Jefferson, Franklin, Sherman and other generals and statesmen have defined this scourge of mankind. Here is the series in part:

Greatest military spectacle the world has ever seen.

Grandest naval rendezvous in history.

Magnificent pyrotechnic reproduction of war scenes.

Reproduction of the famous battle between the "Monitor" and "Merrimac" at the place where that battle was fought.

Great museum of war relics from all nations and all ages.

Races of military airships of different nations.

The greatest military and naval parade ever witnessed.

More naval and military bands than were ever assembled in time of peace.

Greatest array of gorgeous military uniforms of all nations ever seen in any country.

More members of royalty of different countries than ever assembled in peace or war.

The grandest military and naval celebration ever attempted in any age by any nation.

A great living picture of war with all of its enticing splendors.

Then read that for the cost of one of these "short-lived monsters" a Tuskegee could be planted in every Southern State, and ask which expenditure would accomplish the more for the safety of the country. Besides the picture of the last \$10,000,000 battleship, picture the hundred buildings of Harvard University, with the buildings of Yale, Amherst, Williams, Bowdoin, Brown, and Dartmouth, and show that the buildings of all of these historic New England

colleges and universities together cost less by more than a million dollars than the battleship, whose effective life will be a dozen years.

No one familiar with the modern germ theory of disease and with the possibilities of the transmission of disease of eye, ear or skin, etc., or of the contagion of nervous affections thru imitation, will doubt the importance of medical inspection in schools where large numbers are involved, especially if they come from the homes of ignorant and careless parents.

But in this field, if in any, there should be efficiency, and the character of the medical examiner is a matter of prime importance. Not only is a knowledge of disease necessary, but also a conscience and a vast deal of common-sense. We know of one school in which vaccination took place, and no pains were taken to prepare little kindergarten children for the big ordeal to them, by any appeal to the soldier instinct, or was there any attempt to advise the parent as to the proper protection of the arm from dirt of the clothing or germs in the atmosphere.

At another school quite recently there was almost a panic, due to the wrathful and anxious Italian parents who attacked the building where their darlings were, because they had heard that the doctor was cutting the throats of the children. An examination for adenoid growths might very easily arouse alarm upon the part of ignorant and superstitious parents, if they had not in some way been informed that such examination would take place.

If we insist in the interests of the whole body of citizens that the children must be examined and vaccinated, should we not see to it that the conditions are such as we would desire for our own under like circumstances, as regards cleanliness, gentleness and sympathetic explanation, to the ignorant but naturally anxious parent?

The South Dakota *Educator* has some pertinent words to say upon the dawdling habit and the lack it implies of powers of concentration. The suggestion is made that dawdling may come as a natural result of keeping little children too long at one task until the attention perforce wanders. A few moments of brisk, active concentrated work is far better than a prolonged session which ends in listlessness and indifference. Kindergartners may well take this hint to heart as well as grade teachers.

Pedagogical Digest Department

New Jersey State Teachers' Association

(Reported by Mary Ramsey, Supervisor Primary Schools, Hackensack, N. J.)

THE three-day session of the 52d annual meeting of the New Jersey State Teachers' Association, for the promotion of the educational interests of the state, was held in Atlantic City, Dec. 26, 27, 28, 1906.

The attendance was good and the program the strongest that has been provided for several years.

The prominent speakers were: Dr. A. W. Edson, Associate Superintendent of New York City; Dr. E. E. Brown, U. S. Commissioner of Education; John H. Haaren, District Superintendent of New York City; C. J. Baxter, State Superintendent; J. M. Green, Principal of New Jersey Normal School; A. B. Poland, Superintendent of Newark; M. G. Brumbaugh, Superintendent of Philadelphia; Hon. J. C. Monaghan of Washington, D. C.; Rev. S. Parks Cadman of Brooklyn.

Thruout the session of the Manual Training Department, the general interest shown in the addresses and in the exhibit of pupils' handiwork clearly manifested the growing tendency of the day toward industrial education in our public schools.

Dr. Haaren, in his address on "City Supervision of Schools," emphasized the following qualities as fundamental in the work of supervision,—sympathy for the work of the teacher, a just estimate of human nature and the ability to judge the effect of instruction on the pupils. Further, that one of the most important functions of a supervising officer is professional leadership, feeling the responsibility for the growth of his teachers along both professional lines and lines of culture.

The Legislative Committee reported the passage of the "New Retirement Fund Bill" and the "Thirty-five-year Pension Law." Two bills—"Terms of Office" and "Minimum Salary Bills" were held over for part of the work of the ensuing year. By far the most timely contribution to the program was the following address given by Dr. Edson on "Special Plans for the Promotion of Backward Pupils."

Special Plans for the Promotion of Backward Pupils

ANDREW W. EDSON, ASSOCIATE CITY SUPERINTENDENT, NEW YORK CITY

THE backward pupil is the problem that perplexes faithful teachers, tries their patience, exhausts their resources, robs them of appetite and sleep, and drives them to desperation. He is not a peculiar product of this age or of any system of schools; he will continue a serious proposition for all time to come.

It goes without saying that it is the right of every child to receive an education, and the duty of every parent and citizen to provide it. And every child is entitled to all the education which he is capable of receiving—five talents, two talents, or one talent, “every man according to his several ability.” It is the business of teachers and school authorities to see that all—the bright, the dull, even those who at the time little appreciate an education—alike receive as much of a training as is possible, physical, intellectual, and moral.

Education is productive expenditure, not mere charity. Every community exercises the wisest wisdom in dealing intelligently and generously with its schools. Good schools cost money; they cost more than they did formerly; they will cost more in the future than they do to-day. The money, however, is well invested.

Backward pupils, those below the grade to which their age entitles them, may be behind in all subjects, or as it oftens happens, behind in certain subjects for which they have little taste. A pupil may be said to be over-age for the grades if he has not completed the first year's work by the time he attains his eighth birthday, the second year's work by the time he is nine years of age, and so on. A critical examination of the roll-books in most schools will show a remarkably large proportion of pupils behind the grade to which their age entitles them. This condition of affairs is not peculiar to New York City, far from it, and it merits the serious attention of all teachers and school officials.

Backwardness in grade work is due to five causes—pupils are irregular in attendance, are of foreign parentage, mentally slow, physically defective, or are poorly classified and poorly taught.

Irregular Attendance.—Irregularity of attendance is due to sickness, to work, to transfers, to parental neglect, or to truancy. If sickness is the cause of absence from school, the physician should come to the rescue; if absence occurs thru work imposed by parents, the courts should intervene; and if thru work assumed by children

from choice, the truant officers should take action; if absence from school occurs thru transfers into the schools of a city or from a school in one section of the city to another, the school authorities are in duty bound to see that the loss of time is reduced to a minimum; if absence occurs thru parental neglect, parents should be urged to consider the value of an education, and the necessity of co-operating with teachers in securing school attendance, and if that fails, they should be made to realize that the law takes cognizance of just such cases. A twenty-dollar fine occasionally imposed will prove a salutary lesson.

In the case of the truant it should be clearly understood that, not only has the child a right to an education, but that the State has a right, *and is in duty bound to compel* the child to go to school. Good citizenship implies intelligence and virtue, and the State is vitally interested in the education of the young.

The truant is no criminal, but he may be; in fact, he has entered upon the way, and heroic measures are often necessary to set him right and to hold him there. Truancy is due to parental neglect, bad environment, evil companions, physical or mental defects, desire to work, or to poor teaching and poor management. The remedy for truancy lies to a large extent in the teacher's hands—better management and better teaching. A personal interest in the individual pupil, sympathy with him in his efforts, attention to his special needs, proper employment, interesting and profitable work, especially in lines that develop health, strength, and manual dexterity, will hold boys in school with hooks of steel. The greater the problem, the greater the opportunity. Many and many a teacher knows no such word as fail. She has enthusiasm and resourcefulness enough to overcome the influences that draw pupils from school. Would that this could be said of every teacher! Commitment to a truant school should be the last resort, but it should be made if all else fails. The boy inclined to truancy should be obliged to go to school somewhere, *volens, nolens*.

Foreign Parentage.—Many children of foreign parentage, lately landed in this country, are backward, over-age for their grade, largely because they have only a slight knowledge of the English language. Many of them have had little education in their home country, and so must begin at the bottom.

The main work at first with non-English speaking pupils is to lead them to acquire the ability to speak the English language, easily

and correctly. In order to do this they should be placed in a class or group by themselves, if the numbers warrant, and effort should center on just one thing—the mastery of the English language. As soon as these pupils have acquired a speaking vocabulary sufficient to enable them to take up the work of a regular grade, they should be placed where their attainments and ability seem to warrant. If there are too few of these non-English speaking pupils to form a group or class, they should be placed in the grade where their age and ability indicate that they belong, rather than in the lowest primary grade, where their attainments in English would seem to indicate that they belong. Mature pupils can learn the English language in the higher grades better than they can in the lower; and as they gain in language power they also gain in knowledge. How stupid it is for a pupil of considerable maturity to be taught with six-year-old pupils.

The method of instruction should be oral-objective, in which the *verb* should receive special attention. By this method pupils are taught to see, to imitate, to do, to hear, to understand, to speak, to read, to write. Sound charts and idiomatic expressions should be much in evidence in teaching these pupils to speak correctly.

Mental Defectives.—It is asserted by competent authority that at least one-half of one per cent. of the pupils in our schools are sub-normal, with all possible variety of grades, from those who are merely somewhat slow to imbeciles and idiots. From the standpoint of the school, only those who are susceptible of intellectual improvement should be considered. For all such there should be a place in the public schools. Special classes should be formed, and the children should be given the education that will best meet their needs. The state is under obligations to assist such to become happy, self-supporting, and useful members of society.

Sub-normal development is due to heredity, disease, accident, poor nutrition, or fatigue. The treatment should be such as to arouse dormant energies, to increase the intellectual powers, to cultivate self-control, to train to self-dependence and to some useful occupation. Physical, manual, mental, moral, and esthetic training should receive attention at every step. Many an intellect, slow of development, will awaken to life and action under proper treatment.

Physical Defectives.—Under the head of physical defectives are cripples, those having physical deformities, those hard of hearing, those having poor eyesight, and those in an anemic condition.

The school authorities should provide for these poor unfortunates. "The cost, the cost!" is sure to be the cry. Granted that it will be somewhat more expensive to educate this class than to educate normal children in good physical condition—the classes must be small, special equipment and specially trained teachers must be secured, and often transportation and medical service provided—but *the education should be offered*. These children have even a greater claim upon the State for an education than have children in perfect physical condition, as they are so nearly helpless, and are sure to be a burden upon their family and the State later on, if their education is withheld. The Board of Health should co-operate heartily with the school authorities in educating and caring for children having physical defects. Some of the leading cities have already provided special schools for these children as a part of the public school system. All others must soon do so. In case of only a few physical defectives gathering in any school, it may not be possible to form a special class. These children, however, should receive special attention on the part of the class teacher and physician. They should be allowed to enter and leave school at their convenience, before or after other pupils; they should have the choice seats, those hard of hearing and with poor sight should be allowed to sit well in front; parents and physicians should be consulted frequently and urged to do all that medical science can do to improve the condition of these children. Special attention, expert instruction, prompt and intelligent treatment are imperative.

Poor Classification and Poor Teaching.—Rigid classification and poor teaching are responsible for more backwardness on the part of pupils than all other causes combined. The object of classification is to enable teacher and pupils to work to the best advantage, and to facilitate progress. The advantages of classification are that it increases the length of recitation periods; it leads to thoroughness in presentation; it stimulates pupils, and it educates for community life. The disadvantages are a loss of individuality—all pupils of a class treated alike, as on a dead-level, in a lock-step system; a loss of time to many who are obliged to keep pace with the slower ones, and an unfavorable effect upon dull pupils, who are discouraged in trying to advance with their more gifted mates. It has been said that our system of grading pupils tends "to make the pebbles brighter and the diamonds dimmer." It is a question if the pebbles are not more likely to be crushed than made brighter.

The three factors in classifying pupils are age, attainments, and ability. Of these the latter is the most important, as it gives promise of future possibility.

The essentials to be kept in view in any scheme of classification and promotion are a broad and flexible course of study, short intervals, and individual promotion. The basis for advancing pupils should be *effort, progress, and possibility*. And the rule to be observed in any individual case for promotion should be, *Advance the pupil when the work of the grade above meets his needs better than does the work of his present grade*. There should be a premium offered to the teacher promoting the greatest number of pupils out of grade during the term. There need be but little loss in most cases in promoting pupils during the term, providing the connecting links are properly mastered, especially in studies in which the topics are closely dependent. These studies in the elementary grades are few.

In nine cases out of ten pupils will receive more of an incentive for heroic effort by being promoted out of grade than by being demoted or held back on the shallow plea of *thoreness*.

The great defect in our methods of teaching, especially in our closely graded city schools, is the tendency on the part of the teacher to hold to mass-teaching rather than to individual instruction. The teacher is prone to talk, tell, pour in, rather than to impel to effort.

Last February the Board of Education in New York City authorized the Board of Superintendents to establish in the elementary schools three new grades for the purpose of advancing over-age pupils:

Grade C Classes—To afford non-English speaking pupils an opportunity to acquire speedily the ability to speak, read and write the English language.

Grade D Classes—To accommodate pupils who are soon to be fourteen years of age, who desire to obtain employment certificates, and who have no prospect of completing the elementary school course.

Grade E Classes—To afford pupils over the normal age in the grades below 7A (seventh year) an opportunity to make special preparation for admission to the 7A grade, and by so doing to shorten the time necessary to complete the work of the elementary schools.

As a result hundreds of these special classes have been formed

to the great advantage of the pupils taught. Several of Grade D classes—classes for pupils who desire employment certificates, and who have nearly completed their one hundred and thirty (130) days of schooling since they were thirteen years of age—have been established in our vacation schools this summer.

Another plan followed in some of our schools is to organize classes of hold-overs and of the brighter pupils of those recently promoted, and to allow the teacher to advance these pupils through three terms' work in two terms.

This plan tends to create an ambition on the part of the pupils so favored to be somebody and do something; it is a great incentive to effort.

Is it ever possible, then, to avoid having backward pupils? *By no means.* The Lord has not distributed grey matter equally among our school children. All we can hope to do is to reduce considerably the number of backward pupils and give to many of them a fairer chance than they have ever had before.

The special requirements for a proper training of backward pupils are suitable rooms and proper equipment—large and well lighted rooms with plenty of aisle space, movable and adjustable desks and seats, and an abundance of illustrative material; small classes, each class not to exceed thirty pupils, and in the case of physical and mental defectives, not over fifteen or eighteen pupils; a course of study outlined to meet the needs—not of children in general, but of these particular pupils; a flexible system of classification that gives heed to individuals rather than to masses; specially qualified teachers—teachers who have a natural aptness for the work, as patience, tact, resourcefulness, love of children, and faith in humanity—and who are enthusiastic students of child nature and school problems, with expert knowledge enough to recognize and interpret defects; and suitable instruction and sensible management. Such teachers as those indicated can be found with a little effort, especially if the salary schedule gives recognition to special work and superior merit, as it should. The instruction should place great emphasis upon work that is interesting and of value, such as manual and industrial training, civic and moral training, physical exercises, excursions to places and objects of interest. The key to success is *interest*, and the teacher is wise who causes every subject to breathe with life.

The management should be kind and sympathetic. If the pupil

sees that his teacher is deeply interested in him—sympathetic, kind, appreciative, he will respond gloriously. As Dr. Johnstone puts it, "What we need is forward teachers for backward pupils."

The spirit of modern education at its best, of education that deals with individuals rather than with masses, especially of backward and unpromising pupils, is found in the parable of the lost sheep. "How think ye? if a man have a hundred sheep, and one of them be gone astray, doth he not leave the ninety and nine, and goeth into the mountains, and seeketh that which is gone astray? And if so be that he find it, verily I say unto you, he rejoiceth more of that sheep than of the ninety and nine that went not astray. Even so it is not the will of your Father, which is in heaven, that one of these little ones should perish."

New York State Teachers' Association

THE New York State Teachers' Association met at Syracuse during the Christmas holidays. Fifteen hundred teachers of the State registered, and a great number of public and departmental meetings were held with a great amount of enthusiasm.

The most important of the discussions were those given by Professor Hadley, of Yale University, on "Economy in Education," and Dr. Lyman Abbott on "The Coming Age."

The departmental discussions that aroused the most interest were, first, "Teachers' Salaries," by William McAndrew, Principal of the Washington Irving High School, New York City; "Social Phases of Administration," by Professor Snedden, Departmental Editor of the *Pedagogical Digest*, and "State Normal Schools," by Professor Downing, Assistant State Commissioner of Education.

A digest of Professor Hadley's paper is appended herewith:

"When a man wants to build a house he can either let the architect draw very large plans, and be compelled to cut them down afterward, or he can plan the necessary economy in advance by deciding which things he wants most and which things he can afford to do without. The man who adopts the second method gets a much better house.

"I am afraid that most of our educational systems are planned by the first method. We undertake to do rather more than we can afford, and cut down all along the line—with the result of having too many subjects not very thoroly taught, and too many teachers not at all adequately paid.

"The aims and ideals of our school teachers are excellent. In

the earlier grades they try to give their pupils knowledge, discipline, and a reasonable amount of enjoyment in study. In the later grades they try to add a certain amount, both of general culture and of technical training. These are all good objects, but the indiscriminate pursuit of them all may interfere and does interfere with the thorough attainment of any one of them.

"The first step toward economy is to separate much more than at present technical study from general study. If we made this separation and charged a small fee for technical courses, we could get a great deal better instruction than we now do; because the pupils who took these courses would do so with fixed purpose, and would co-operate with the teachers in making them a success; while the high schools and colleges, relieved of the duty of giving technical instruction to those who did not need it or did not want it, would be able to do better their general work of preparation for citizenship.

"The next step would be to systematize the elective system in the colleges and high schools themselves. We have to-day a great many more electives than we need, and we have multiplied them without any definite principle or clear understanding of the purpose for which the elective system exists. Its true object is to find out what line of work a boy is good for. To do this it is not necessary to have as many different studies as there are different kinds of human interest. It is not true that each pupil can be appealed to by some one subject, and that one only. There are three well defined types of mind—the scientific, the literary, and the practical. If you have arranged your courses so that you can find out to which of these types a pupil belongs, and teach him certain subjects by a method that suits him, you have done all that is needed. The work of the school will be more efficiently and economically accomplished if this adaptation is made with a few subjects instead of a great many.

"In the still earlier grades of our school system we need to re-introduce the old distinction between work and play, of which some teachers to-day lose sight.

"It is true that the best work has in it an element of play, and that the best play has in it an element of work. But there is a fundamental difference between the two things. Work, however much it may be enjoyed, is done for the sake of a remote end. Play, however highly organized, is done for the enjoyment of the doing. If we bring too much organized play into our schools, and thereby crowd out the idea of work, we are unconsciously teaching our pupils that it is not their business to do anything except for the motive of momentary enjoyment. We undertake the teaching of a great many lessons which they would learn of themselves if let alone; and we render it impossible to teach, with the resources at our command, some things which they must either learn in school or go out into life badly equipped for its conflicts. What we are trying to obtain is power of work; and the best economy results when our studies and our plays are both made auxiliary to this end."

Mr. McAndrew's paper on "Teachers' Salaries" is restated in the *Educational Review* for January, 1907. Dr. Abbott's paper will appear in a later number of the *DIGEST*.

We recommend a careful perusal of Mr. McAndrew's article on "Where Education Breaks Down." It is a strong, terse statement of the situation, as it should be seen by every active worker in the field.

A special feature of the article in the *Review* is a long biography of literature on Teachers' Salaries and Pensions that must be the source book of every student on this feature of school administration.

One thing was manifest thruout the convention that the spirit of liberty and independence was abroad. While a deep sense of the necessity of unity and co-operation were manifest, teachers seemed convinced that the individual had certain rights and that the convention was the place where those rights should be respected, and the greatest possible advantage for the workers in the schools should be secured for the coming year.

Meeting of American Association for the Advancement of Science, New York

SEVERAL important affiliated societies took advantage of holiday week to hold joint meetings at Columbia University.

These were the American Psychological Association (fifteenth meeting), the American Association for the Advancement of Science, the American Society of Naturalists and the American Philosophical Association. The New York State Science Teachers' Association met at the same time and place.

The audiences were almost entirely made up of men, with a small sprinkling of women, tho women were on the program and among the board of officers.

Among the many topics discussed at the meeting of psychologists were the following, which give an idea of the wide variety of problems vexing the psychological minds, and indicating new worlds for the coming ones to conquer:

Some Results of Experiments on Cerebral Circulation in Sleep (15 m.), John F. Shepard (Introduced by Professor Pillsbury).

The Difference Between a Habit and an Idea (10 m.), Stuart H. Rowe.

The Relation of Imitation to the Theory of Animal Perception (15 m.), George H. Mead.

Kinesthetic Sensations: Their Rôle in the Reactions of the White Rat to the Hampton Court Maze (10 m.), John B. Watson.

Habit Formation in the Starfish (10 m.), H. S. Jennings (introduced by Professor Davis).

Modifiability of Behavior in the Dancing Mouse (15 m.), Robert M. Yerkes.

Further Study of Variability in Spiders (10 m.), James P. Porter.

A Proposed Method for Teaching Esthetics (10 m.), Eleanor Harris Rowland.

The president, James R. Angell of Chicago University, spoke upon the topic, The Province of Functional Psychology.

William James, president of the Philosophical Association, addressed that department on Friday.

The Association for the Advancement of Science discussed among other things the question which has so long been the subject of special study and experiment—that of the possibility of determining the sex of unborn offspring. No positive facts have yet been gleaned. Prof. H. B. Ward advanced a theory upon the inception and spread of disease, which may result in new methods of combating diseases in the future. Basing his views upon experiments of American, Italian and French investigators, he suggests that the disease may be due to the existence in the body of parasites which are instrumental in introducing into the body particular disease germs.

The subject of prehistoric man also came up, and recent discoveries in Nebraska seem to indicate that man inhabited this country as soon if not earlier than he evolved in the Old World. That scientists are not mere theorists was proved by the action taken at the last session, when an appeal was drafted to Congress in behalf of the project to establish national reserves in the White and Appalachian Mountains in order to save the forests.

One earnest science teacher in a large high school expressed disappointment at the lack of enthusiasm in some of the sessions she attended at the State Teachers' Association. When there was ample time for discussion the younger teachers in attendance seemed overawed and afraid to ask questions or to offer an idea. She particularly regretted that there was no discussion of the new plans for science teachers which have been under trial for the past year.

FLORIDA EDUCATIONAL ASSOCIATION.

The State Educational Association of Florida held its meeting this year in the beautiful historical old Spanish town of St. Augustine. President Russell voiced the up-to-date spirit of the State when he said that education in the State must be kept practical by being applied to their industrial and agricultural interests and not to abstract book-learning.

Among the leading speakers were Dr. Edwin Erle Sparks, Professor of American History in the University of Chicago; Dr. P. P. Claxton, Chairman of the Department of Education and Professor of Science and the Art of Teaching in the University of Tennessee, presented the subject of education, showing how schools grew from both ends, from the university for adults and the nursery for children. Secondary education was just beginning to be discovered and applied. He spoke also of literature for children and of the Bible for a course of study for Sunday-schools. As superintendent of the Summer School of the South for the past six years, he was welcomed to Florida by hundreds of teachers to whom his name is a household word.

For the first time in the history of the Florida Educational Association the kindergarten was honored by an official place on the program. Miss Mari Ruef Hofer, of Teachers' College, represented the work from without the State by her talk on music and games. She gave lectures also at Jacksonville, Tallahassee, Live Oak and Lake City, and reports from each center a live interest and hunger for kindergarten and playground work.

Miss M. E. Cherry, of Live Oak, and Mr. Fraclish, of Pratt Institute, were also on the program.

A permanent kindergarten organization was formed, known as the State Kindergarten Circle, and steps will be taken this year to propagate the kindergarten cause thruout the State. Miss Anna E. Chaines, Tallahassee, is president, Miss M. Sommerville, Jacksonville, secretary and treasurer.

OHIO STATE KINDERGARTEN ASSOCIATION.

At the second meeting of the Ohio Kindergarten Association, December, 1906, the following officers were elected for the ensuing year:

President, Miss Mina B. Colburn, Cincinnati.

First vice-president, Miss Mabel A. MacKinney, Cleveland.

Recording secretary, Miss Clara May, Oberlin.

Corresponding secretary and treasurer, Miss Grace Fry, Cincinnati.

Auditor, Miss Mary Littell, Dayton.

The Ohio Kindergarten Association is a member of the Allied Educational Association of Ohio, which comprises sixteen state associations.

At this meeting some topics were as follows:

CONFERENCE—THE KINDERGARTEN AS A VITAL EDUCATIONAL FACTOR.

1. Hand Work in the Kindergarten, Miss Anna H. Littell, *Supt. Kindergarten, Dayton.*

2. Opportunity of the Kindergarten for Moral and Religious Education, Miss Bertha Montgomery, *Prin. Oberlin Kindergarten Training School.*

Joint Session—Kindergarten and Elementary Teachers' Association.

Address—Pictures, Miss Mina Colburn, *Supt. Cincinnati Kindergarten Training School.*

Discussion—School Room Decoration, led by Miss Clara May, Oberlin, Miss Anna Barrett, Springfield.

Address—Co-operation of Kindergarten and Primary, Miss Annie Laws, *Pres. Cincinnati Kindergarten Association.*

Discussion—Led by Miss Annie McCully, Dayton, Miss Mabel Johnson, Cincinnati.

QUESTIONS FOR CONFERENCE.

First Session.

1. Should the gifts be used mainly to help child in gaining a knowledge of elementary qualities of objects and their possibilities or to develop power of expression—creative power?

2. What kinds of occupation work are most educational?

3. What shall be done with the daily work of the children?

4. What shall be the guiding principle in the selection of topics for the kindergarten program?

5. What should be considered in making the daily time schedule?

Second Session.

1. What has the principal or primary teacher a right to expect from the average child as the result of a year in the kindergarten?

2. What features of the work in the kindergarten may be continued with profit in the primary grades?

Third Session.

1. Shall there be a main subject for the opening exercises, around which the other work centers?

2. What shall determine choice of gift exercises? Shall they grow out of and reflect the opening circle talk or story?
3. What shall determine the occupation work? Should it have a connection with other exercises of the day?
4. What relation should the games have to the rest of the day's work? What kind of games should predominate?
5. What is the chief purpose of the story in the plan of daily work? What shall determine the choice of story and time for story telling?

Discussion of the exhibit work.

The December meeting of the Brooklyn Kindergarten Union was held at Adelphi College. Miss Louise Both Hendriksen, of the college, addressed the association on "The Christ Child in Art," illustrating the lecture with lantern slides.

The Newark Kindergarten Union is planning for three lectures in February by Miss Patty Hill, and is about to engage the Paint and Powder Club to give their play, "Tory Corners," in March. The officers of the Union are:

President, Miss Marietta H. Freeland; vice-presidents, Miss Grace L. Brown, Miss E. Elizabeth Beers; recording secretary, Miss Elizabeth B. Littell; treasurer, Daisy M. Hotchkiss.

The Froebel Institute of Lansdowne, Pa., has removed to 1932 Race street, and as all departments have been closed except the kindergarten training classes, the name is changed to the Froebelian School for Women.

A kindergarten normal training school has been opened in Bethany College this year in the new college building, Twenty-third and Walnut streets, Philadelphia, under the direction of Emily Dudley Wright.

The Chicago Free Kindergarten Association has new headquarters, 6 East Madison street, facing Michigan avenue. Miss Eva Blaine Whitmore is the general superintendent of this long-established training school.

Conventions Due in February

MEETING OF THE DEPARTMENT OF SUPERINTENDENCE, CHICAGO,
FEB. 26, 27, 28, 1907.

The Department of Superintendence of the National Educational Association will hold its next annual meeting in Chicago, Ill., Feb. 26, 27 and 28, 1907. All railway lines eastward from Montana

and Cheyenne, Wyo., have granted for this meeting a round-trip rate of one and one-third fare on the certificate plan.

Full details as to the rates and ticket conditions will be published in the complete program to be issued about February 1.

The Auditorium Hotel has been selected as headquarters, and all sessions will be held in the same building.

President, W. W. Stetson, Augusta, Me.; First Vice- President, H. H. Sheerley, Cedar Falls, Ia.; Second Vice-President, R. J. Tighe, Asheville, N. C.; Secretary, J. H. Harris, Minneapolis, Minn.

PROGRAM.

FIRST SESSION—THE SCHOOLS AND THE PUBLIC.

- (a) Is the child the ward of the nation?
- (b) What should the public do for the care and training of children before they are admitted to the public schools? (counting the kindergarten as a public school.)
- (c) The financial value of education.
- (d) General discussion by members.

SECOND SESSION—THE SCOPE DEFECTS AND PRODUCTS OF THE SCHOOLS.

- (a) Should the school attempt the circle of the child's training, or address itself to the school segment?
- (b) Admitting that our schools are defective, who is responsible for present conditions?
- (c) Has the product of our schools reasonable fitness in scholarship and personal qualities for citizenship?
- (d) General discussion by members.

THIRD SESSION—KNOTTY PROBLEMS.

- (a) What fraction of the pupils in our secondary schools cannot derive compensating advantage therefrom?
- (b) What has been the effect on the pupil of the multiplication of subjects of study and the refinement of methods?
- (c) Order of development and studies suited to each stage.
- (d) General discussion by members.

FOURTH SESSION.

- (a) Should the school furnish better training for the non-average child?
- (b) Are we experimenting too much and devoting too little time and effort to the fundamentals?

- (c) What are the essentials in subjects in the Elementary School Course.
- (b) General discussion by members.

FIFTH SESSION—QUALIFICATIONS AND TRAINING OF TEACHERS.

- (a) Minimum qualifications for the elementary school.
- (b) Minimum qualifications for the secondary school.
- (c) Growth—how continued.
- (d) General discussion by members.

SIXTH SESSION—ROUND TABLE CONFERENCES.

The annual convention of the Religious Education Association will meet at Rochester, N. Y., February 5-7.

Powers Hotel will be headquarters. Special railroad rates have been secured. We cannot here give the full program; suffice it to say that the topics discussed are vital ones and the speakers are men of authority and experience. One paper discusses "The Value of the Old Testament in Training for Citizenship." Another, "The Religious Value of Amusements and Recreations"; "Education Thru Church Activity"; "What is a Christian Nation"? "Materials of Instruction From the Point of View of the Learner"; "The Significance of the Period of Infancy to Religious Education," etc.

Reviews of Educational Journals

The Educational Review for January, 1907, stands out easily as the best number since September. Under the editorship of President Butler the *Review* is holding to-day easily the leading place in educational thought and should be the hand-book of every teacher who wishes to know the latest and best things that are being discussed in the field of pedagogy.

The numbers of the current year, September and October, were devoted largely to reports and biography, the necessary material for every student who wishes to get the next best substitute for facts, namely, the careful statistics of the investigator.

The January number has an article by Professor James H. Canfield on the "Decay of Academic Courage," which is in answer to Professor Lawson's article that appeared in the December number of the *Educational Review*.

Despite the fact that Professor Canfield makes a splendid plea

for the heads of our great educational institutions, Professor Lawson's article was timely and sounded the note of warning that there is a possibility of the individual being crushed by the mass of great institutional power.

History points out that Tammany Hall, or the medieval Church, or holy Roman Empire, all secured their great supremacy thru a close, careful organization, and the inability of the individual to stand against the mass of tradition and present power wielded by them.

The great movements that these institutions ultimately crystallized, sometimes fossilized, were begun by fearless individuals. As the enthusiasm of these men was caught by their immediate followers, the possible power of such a movement was the incentive to organization, in which a crafty few became the leaders. It took a mighty man to rise up in the sixteenth century and proclaim his independence of centuries of exercise, and there is a danger that the heads of educational institutions may not be able to use their great power always with apparent fairness to a few individuals. There is little danger, however, for worthy men to fear. No great *institution* to-day is standing opposed to individual effort, and every man is free to go out and do the best work he can in the field of education, and if his work be worthy to stand, whether he hide in the desert or climb the mountain top, the race will go to him and stay by him and approve his work.

We think Dr. Canfield's contention that this is an age of academic fearlessness is nearer the truth than the opposite.

A delightful feature of the *Educational Review* for January is the two articles on humanistic and realistic education. One, a translation by Dr. Rall, of Professor Paulsen's article on The Reform of Higher Education in Prussia. The other by Francis W. Kelsey, on the Position of Latin and Greek in American Education.

No better presentation of the two points of view has been made thus far, and the *Educational Review* could do nothing better than to give the two articles in the same number, and to allow the intelligent reader to draw his own conclusions. Those who are thinking the latest thoughts in pedagogy will relish Professor Paulsen's presentation.

With the humility and dignity of a truly great mind, the great German philosopher trained himself along classical lines, with philosophical advantages which few have enjoyed, does not underestimate

the importance of the realistic tendency in education, and still gives to the humanistic its proper place.

Mr. Kelsey's article is a strong appeal for the Latin and Greek, and sounds much like a defense of a position that is no longer so sure of its place.

The *Journal of Philosophy, Psychology and Scientific Methods* is covering its large field in an original and stimulating manner.

The purpose of the *Journal of Philosophy* is to appear at shorter intervals than other philosophical magazines (every two weeks), and to publish brief articles at very short notice. It is a rather trying feature of most of the leading philosophical magazines that important contributions sometimes have to wait a year or more before appearing. Writers are often anxious to obtain criticisms before putting their ideas irrevocably into a book, and the methods of the *Journal* enable them to obtain such comment and criticism with a minimum of delay. In this way the *Journal of Philosophy* really accomplishes a work which no other magazine of its class is quite qualified to perform. In addition to articles on strictly philosophical topics it undertakes to report on recent important contributions to educational theory.

A STUDY OF THE ORIGINAL KINDERGARTENS.

The *Elementary School Teacher*, edited by Wilbur S. Jackman and Bertha Payne, with the co-operation of the School of Education of Chicago University, is a journal of great value to all teachers, especially those in the grades. It deals with educational questions of the time in a progressive and thoroly practical way, the School of Education being the background for important observations and experiments. The December number has an article by Grace Owen, University of Manchester, England, upon "A Study of the Original Kindergartens." Miss Owen, to satisfy herself as to certain questions relative to Froebel's own theory and kindergarten practice, has been studying the letters and the records for first-hand information. To find out: How far were Froebel's own kindergartens systematic and set? How did he plan the work from week to week? What took the place of the present program? Grant the truth of Froebel's belief concerning correspondences between the world of nature and the mind, exactly how did Froebel present these correspondences to his children, or did he present them at all? What was his customary mode of procedure with the games, gifts and occupations? Do we

find that he made use chiefly of dictation, or suggestion, or initiation, etc.? In other words, how far did he impose his own ideas upon the children, and how far did he leave them free and undirected?

Miss Owen went for light upon these points to the letters and papers of Froebel and of Middendorf, Hauschmann and others. As a result of her research Miss Owen notes: 1. The wide variety of topics touched upon by the children during one morning, tho each one was a part of their immediate experience. 2. Spontaneity and freedom from restriction along with a certain order and unity, with a small proportion of directed work. 3. The significance of the children's experience, symbolical or otherwise, is never pointed out to them by the kindergartner. 4. The kindergartner's office, especially during the building-plays seems to be to encourage by her response the spontaneous self-expression of each child, and by means of games and songs to make his experiences fuller of meaning to himself. 5. The constant cultivation of the children's religious sense. 6. The co-operation indicated in the description of the gardening, made possible by the perfect freedom of speech and movement allowed the children, so that they could help and sympathize with each other. 7. The place given to competitive games entailing vigorous physical exercises. 8. The occasional use of unprepared material for gift-work, as when the children cut their own sticks to the required length.

The writer remarks also: 1. The childlike happy spirit, both of teachers and children. 2. The comparative unpremeditation in the general sequence of thought. 3. The presentation of symbolic ideas thru experience and thru that alone. 4. The scope given to the individuality of the children. 5. The habitual use of undirected play, suggestion, imitation, and discovery by experiment, of results following on obedience to given laws.

Every training school should call the attention of its students to this article, which throws much light on Froebel's spirit and methods.

RELIGIOUS AND MORAL EDUCATION.

In *Religious Education* for October Richard Morse Hodge briefly explains the model Sunday-school at Teachers' College, New York, which, as he says, "marks the assumption of the Sunday school problem by a university." Five years ago Union Theological Seminary inaugurated an extension department for the training

of Sunday-school teachers and other lay students. The year following Teachers' College, the educational department of Columbia University, by means of an arrangement with the seminary, created a lectureship in biblical literature with courses on the subject matter and method of Sunday school instruction.

We read that

"The teachers are men and women secured from among the instructors and students at the college and teachers of Speyer School. They are paid something for their services in order that the management, by sustaining a business relation with the teacher, may be free at any time to terminate the connection of any of them with the school. The supervisors and other committeemen give their services. The pupils pay tuition."

The beautiful College Chapel, with its fine organ, is the general assembly-room, the class instruction being given in the college classrooms, which are furnished with writing chairs, tables, blackboards, sandtable and maps as desired. The kindergarten classes use the regular kindergarten room. At times some of the younger classes have met out of doors. Occasionally classes visit hospitals to bear flowers, pictures or toys to sick children and otherwise cheer and amuse them. Also classes have been taken on Saturday excursions to places of interest and instruction.

The course of study is still experimental, but no written examinations or other intellectual tests as such are employed. Promotions are made from grade to grade on the principle of general maturity.

Other recent articles in *Religious Education* are: The Religious and Ethical Influence of Public Schools, Samuel Train Dutton, page 47, June, 1906; The Child's Self-Expression and Religious Education, George E. Dawson, Ph.D., page 84, August 1906; The Psychological Basis of Religious Nurture, John Dashiell Stoops, Ph.D., page 123, October, 1906; The Opening Exercises of the Sunday-school, A Symposium, Lester Bradner, Jr., Ph.D., Lester Bartlett Jones, M.A., Mrs. B. S. Winchester, and Rev. Tyler E. Gale, pages 169, 171, 173 and 175, December, 1906.

Primary Education for January has an article on "Moral Overstrain," by Evelyn L. Taintor. She discusses the question of thieving among school children and how best to strengthen the child's power of resisting the temptation to theft. She finds the things stolen are usually eatable, or in nearly all instances of things that the child's own home failed to supply. One boy could not resist

stealing pennies whenever the opportunity offered. Investigation showed "that his mother was bringing him up to save his pennies, and doing it so strenuously that the greatest desire of the boy was to spend a cent as other children did. . . . Only one obtained on the sly could give him the coveted luxury." . . . She raises the subtle question, "Where does shielding from overmuch temptation properly end and the bracing up and the stiffening of the moral fiber begin?" She finds that trusting the child helps to strengthen in time of need, but "Alas, what is the right way for one child is not adequate for the next. It requires a deal of study of the nature, environment and moral standard of each child. The trusting must be done with common-sense. Often a touch of the bitter experience of losing some cherished possession by another's dishonesty is the best thing a child can have."

In *The Southern School Journal* (Lexington, Ky.) the editor has a word to say about the careless way in which titles are used and degrees conferred in this country, and its bearing upon the lack of reverence in our children. He says:

Is it possible that the uncertainty of our hero-worship and this meaningless distribution of rewards of merit should somewhat confuse our young people as to what is really worth while? Can it be that the lack of respect on our part and the failure to discriminate in speech between the man of attainments and the idle pretender have caused the youth of our land to be less eager for sound scholarship and more easily contented with meager learning?

The *Western Journal of Education* has given at length Superintendent Moore's address to the teachers at Los Angeles, in which he states the proper test of public school work. We quote:

The wise and loving parent expects the school to teach his children to do certain things and to believe certain things. He does not care much for pages performed nor for parchments attained, but he is interested that his child shall be taught to work hard at things that are worth working at, come to have a fine sense of honor for things that are honorable, and that he shall be taught ample and sufficient reasons for loving his country, and shall imbibe something like a passion for her welfare, and that he shall strive as unselfishly for the welfare of his fellows as for his own, that he shall grow up with a proud self-respect and such views of life as shall keep him from evil, that when he leaves the schools he shall show himself not untutored and unfamiliar with the strenuous life of work, the honorable life of aspiration and the exultant life of successful and honorable endeavor, but in some sense habituated to them all.

SCHOOL ADMINISTRATION GRADING.

In *Education* (Boston) for January, Associate Superintendent John P. Garven of Philadelphia has a paper on "A Rational System of Classification and Promotion of Pupils in Elementary Schools."

The writer realizes that the businessman, statesman, sociologist and moralist may each have their ideals as to what constitutes a good school, but all agree that the best work of a school is not the imparting of knowledge, but the building up of power. "Knowledge may be forgotten—power remains."

Three things he says are important for securing good schools: equipment, organization and effort. He considers that the common expressions "making time" and "dead-level uniformity" indicate that there is something radically wrong with our classification and promotion or in our teaching, or in both.

He realizes the difficulty of efficient classification when we must consider differences of temperament, of health, capacity, etc., not only of the pupil, but of the teacher, and he proceeds to name the different modes of classifying, which have been attempted, and to review their good and bad points.

He finds these different systems have given a degree of satisfaction "commensurate with the interest and enthusiasm with which they have been advocated and administered. As in other school work, even a very defective system, loyally and intelligently carried out, has given good results, better sometimes than a more worthy system indifferently followed."

Among the methods of classification are by years, half-years, by shorter intervals, such as three or more classes in a year; arranging classes in parallel streams, and the concentric method. In connection with any one of these methods the classes may be subdivided into two or more sections.

The yearly method is easily administered; it furnishes a long period for the teacher to leave the impression of her personality upon her pupils and gives the minimum loss of time from classes and teachers getting acquainted with each other. It also furnishes the teacher the greatest amount of freedom in regard to the order and amount of work to be accomplished.

Serious disadvantages result from rigid adherence to it, among them being the discouragement of left-back pupils and the fact that it does not furnish sufficiently frequent reclassification of pupils. The three-term-per-year plan permits the close grading of pupils

and offers ample opportunity for reclassification, which saves time and removes discouragement from those who fail, but they require a good deal of machinery to manage them, result in an accumulation of dull pupils in the lowest sections, and because of the frequent changes involved break the unity between pupil and teacher and make too much of incentives for promotion.

In the concentric method the classes may be in the same room and following the same topics, but the amount of work done and the extent of its detail depend upon the ability of the pupil. This commends itself because even in the same class some pupils should be expected and required to accomplish more and with more detail than others.

An interesting combination of systems of classification unites the parallel stream with the short-interval plan, parallel streams being started in the same grade, one after another at intervals of three months or less. This permits the teacher to remain with the class an entire year and yet permits of the transfer to one stream or another as the child's need demands.

Mr. Garven calls attention to the fact that the above methods lay primary emphasis upon time in the grade, with the exception of the concentric, which places stress upon the varying amounts of work to be accomplished by different pupils. Proceeding to the principles underlying a rational system of classification of pupils, Superintendent Garven points out the following:

1. The individual must not lose his freedom to secure best possible development of which he is capable. That is to say the grading must be flexible enough to permit of promoting or demoting as the needs of the pupil demand.

2. There must be the minimum amount of mechanism. "The daily touch of the principal in the class-room is worth far more to both teacher and pupils than the most elaborate system of classification. Mr. Garven voices disapproval of a system requiring a complicated system of records or any school machinery which requires more time than it saves. The beauty of the mechanism is apt to receive more consideration than is given to the perfection of the product."

3. The higher school attainments should never be sacrificed to the lower, *i.e.*, mere knowledge must not be made of more importance than power and character. We must not lay more stress on saving time than on mastery. "Our intense commercialism and

hurry to do things sometimes lead us to forget that preparation for doing is often more important than the act itself, for the act may fail of its purpose, but the development coming from proper preparation is apt to remain as a permanent possession.

A system of classification, therefore, which enables teachers freely to readjust their classes without any thought of promotion or demotion, with the minimum number of formal promotions, would seem to be the most rational.

Superintendent Garven advocates few examinations and formal promotions thru the grades. Conscientious effort can thus be better taken into account, but he thinks that a rigid examination may be advisable when the course is completed, unless there is abundant evidence of good work. Frequent formal promotions break the intimate relation between the teacher and pupil, which is disastrous for many types of children.

In grading, what a system of classification does for the lower half of the class is a much safer test of its efficiency than what it does for the upper half. Frequent changes and promotions add difficulties for the teachers, overburdening her with new material and preventing the development of a strong class feeling.

Any system which makes a marked separation between bright and dull pupils is unnatural and unpedagogical. Before deciding upon a method of classification it must be determined whether the aim of the teaching is the saving of time or the accomplishment of the most within the specified time of the course.

Many are trying with advantage two sections in the same room, one studying while the other is reciting.

In *School News* for December (Taylorville and Chicago) Charles McIntosh, County Superintendent of Piatt County, discusses "Higher Work in Country Schools." He thinks it inadvisable to teach the higher branches in a country school, which numbers much more than 35, lest the younger children be neglected, but finds good reasons for teaching high school subjects in smaller schools as follows: The training reaches children who would otherwise never receive it, becoming interested in work whose results they could see right at home, they continue it; the children of the critical age of 13-15 may stay two years longer at home under their parents' care; it results in getting better work done in the common branches, since they insist upon good work accomplished in these before the pupils are permitted to take up the higher work. The pupils have an in-

centive for good work: they see that they have something ahead of them, that they will not have to grind over the common branches the rest of their natural lives.

HEALTH AND HYGIENE.

In the December *Teacher* (Philadelphia), Dr. Walter E. Fernald, M.D., has a paper on the importance of the Early Discovery and Treatment of Defectives in Special Public School Classes. Even among normal children there is much difference as to relative brightness and native intelligence, and often where there is dulness it may be due to defective hearing or vision or to adenoid growths, all of which may be readily treated with noteworthy results. All of this is noted by Dr. Fernald. But between these children afflicted with physical troubles easily remedied, and those children who are idiotic or feeble-minded, there is a large number of the mentally dull (10 per cent. in large cities), who should be in classes by themselves tho not in institutions. Often these children are bright looking and attractive, but they are weak in will-power and deficient in reasoning and judgment, and thus easily influenced for evil. Hence, the need of special training, yet still within the influence of the mother and the home. There should not be more than 15 in a class, and when out of school they should associate as much as possible with normal children, since when trained to go out into the world and to support themselves they must know the requirements demanded by life in a community.

Dr. Fernald believes there should be both a school physician and a school nurse; the latter to make frequent visits to the home to secure its co-operation with the physician and teacher.

He states that the mental awakening resulting from improved nutrition and bodily vigor is very striking. The actual instruction of such children must begin on a lower plane than with the lowest grade classes in the grades. "The physiological exercise and education of the special senses and the training of the voluntary muscles to directed accurate response, must precede and prepare the way for so-called intellectual training."

The motor education should begin with the common games and occupations of normal childhood. The child should be taught to kick a football, to throw and catch a handball, to jump a rope, etc.

Compared with the education of normal children the difference is of degree rather than of kind. The success of the special classes

will be measured by the relative ability of the trained pupils to maintain themselves independently in the community and to earn their own living. One of the chief functions of these special classes is the opportunity offered thru them to detect cases of real imbecility, which should be put into institutions.

We learn from Dr. Fernald that such special public school classes are found in Germany, Norway, Sweden, Denmark, France and Switzerland, and have long proved their value. Many American cities have likewise proved their importance. Dr. Edson's paper in this issue of the *KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST* is to the same important point.

In the *School World* (London), R. T. Williamson, M. D., warns against the injurious eye-strain, caused by bad type in school and college text-books. A small, bad type in school and college text-books, not only causes eye-strain and tends to produce myopia, but also, owing to the eye-strain, there is often difficulty in concentrating the attention on the subject of study and diminished interest in it. He quotes indirectly the following test of the proper size of type from Professor Cohn:

A small square hole is cut in a piece of thin cardboard (or in a visiting card), the hole being exactly one square centimetre. The card with the centimetre square hole is placed on the printed page of the book, the lower edge of the square being immediately above one line of print. A satisfactory type should be so large that only two lines of print can be seen in the centimetre square; if more than two are seen the type is too small and should be condemned.

He recommends also the use of large, clear type in atlases.

It is the belief of the Massachusetts health authorities that teachers can test sight and hearing better than physicians if provided with proper directions and apparatus.—*American Primary Teacher*.

DANCING.

What Jenkin Lloyd Jones says in *Unity* on this important subject:

"A correspondent asks for an opinion concerning the value of dancing as a school adjunct for children of grammar grades. Clearly, to our mind, there is need of dividing the question. Group or gymnastic dancing—anything that will unite rhythm of motion with rhythm of sound is obviously developing to the body, mind and heart, and this has been successfully attained, under wise direction, at the University School of Education in Chicago and many other

places without in any way forcing the sex consciousness and precipitating "society airs" and grown-up accomplishments upon the little children, whose development is greatly interfered with by such premature awakening. But, to our mind, the "society dance," where little children are taught to pair off and put on the airs of the ball-room, affecting the manners of grown-up people, is unquestionably vicious in its results. It is forcing the rosebud with hot water, if not opening it with a penknife. It brushes the bloom off childhood, awakening self-conscious and premature gallantries and flirtations, which will precipitate anxieties, heartaches, ambitions and pleasures for which the tender spirit is not prepared, and from which it should be religiously guarded. The fact that the little children are to be put thru this social forcing process only in select company and under "nice" conditions, makes it all the more dangerous. The gay-colored sash of the little miss and the jaunty makeup of the little master make pert the life that should be beautifully sheathed in the obscurity that becomes childhood. The mother who is troubled because her little boy or girl is bashful and dislikes the publicity of the dancing school, should cease her troubling and thank the Lord that the little spirit is so safely protected. When the pairing time comes grace, gallantry, and at last confidence, will surely come. Meanwhile it becomes the wise pedagog not to confound this dress parade and juvenile flirtation with the gymnastic, poetic and refining joys of lyric motion attained in group dancing, wisely administered as a regular school exercise in school hours, with a social function out of school hours and out of dress. The former is cultivating; the latter is distinctly opposed to that prolongation of infancy which John Fiske declared the condition of progress."

With its January number the Maryland *Educational Journal* appears under the name of the Atlantic *Educational Journal*. J. Montgomery Gambrill is editor. The *Atlantic* will be an educational journal, general in character, dealing especially with problems of primary, grammar, and secondary schools, and not only with methods and educational theory, but in some measure with questions of organization and administration. Considerable attention is given to the editorial department, in which support is given to progressive tendencies in education, particularly in this section of the country. All possible support is given to efforts to place the work of teaching on a scientific and professional basis. Considerable more attention is given to educational news and reviews of books and magazines

than is usual in a journal of this general character. The journal is illustrated with half-tone portraits and pictures of buildings, and with line cuts illustrating special articles.

Charities and the Commons is an important journal with some article in nearly every issue of value to the teacher who wishes to keep in touch with current progress. On November 3 was issued the first of a series of "civic broadsides" on the organization of municipal leagues and federations and the part they are playing in building up "the better city." An extended account of the meeting of the National Society for the Promotion of Industrial Education, together with an article on Alfred Mosely and the Public Schools, appeared in the Christmas number.

On December 22 an entire issue was given over to the Chicago Truancy Conference,—not only were the conference sessions covered, but articles were contributed by the leaders in the work.

Important special numbers of the year were the February magazine on the adult blind, the visiting nurse issue of April, the park number of July and the pure milk number of August.

School and Home Education (Bloomington, Ill.) is devoted to the interests of the common school, including in that term the elementary and high schools, and undertakes to lead teachers to a thoughtful study of their work. Articles that are perhaps of special interest are a series that will be continued in the February and March numbers on "Literature for Use in the School." This series of articles is by Margaret H. J. Lampe. There is, also, a series of short articles on "Nature Work in the Schools," by James Speed. The editor of the magazine, Geo. P. Brown, will have some important discussions on "The Psychology and Art of Teaching," and the series of papers on "American Schools" will be continued in the school-room department, presenting the work of several teachers of note who have blazed the way for better work in the schoolroom during the last 40 or 50 years.

The *Rocky Mountain Journal* is a sectional school journal which plans to be first, a paper of news interest to the teachers of that section and an exponent of what is being done in its own schools. It includes several departments, among which are the following: Reports of local and district teachers' meetings, and a live editorial department; each number has a write-up of one or more city schools of the vicinity; and also write-ups of various items of interest from

state institutions; there is a school art department carrying a regular series of lessons and a unique and timely humane educational department. F. H. Clark is editor.

The *Manual Training Magazine* (Peoria, Ill.) covers the field of the Manual Arts in primary, grammar and secondary schools. Some recent articles of value are:

School Administration.

"The Report of the Massachusetts Commission on Industrial Education," Vol. VII, No. 4. Charles R. Richards.

"Manual Training in Foreign Countries," a translation from the German, Vol. VIII, No. 2. George F. Foth.

"Industrial Education in the Philippines," Vol. VIII, No. 2. M. Friedman.

Curriculum and Methods.

"The Place of Skill in Manual Training," Vol. VII, No. 3. Charles A. Bennett.

"Classroom Practice in Design" (illustrated), Vol. VII, No. 4 and Vol. VIII, No. 1. James Parton Haney.

"Shopwork in the School of Manhattan, New York City" (illustrated), Vol. VII, Nos. 3 and 4. George F. Stahl.

"Work in the Manual Arts for Rural Schools," Vol. VIII, No. 2. Fred J. Orr.

Educational Theory.

"The Development of Appreciation," Vol. VIII, No. 2. Charles A. Bennett.

"Service and Culture," Vol. VII, No. 3. Calvin M. Woodward.

The *School Bulletin* is first of all a journal for principals and superintendents and deals with school systems rather than with methods. It contains also a vast amount of educational news, both of general interest and of special interest to teachers of the State, as well as articles of advantage to teachers of all grades, and is a paper of character and value to every teacher. C. W. Bardeen, known as the publisher of the *Orbis Pictus*, and as the writer of clever and helpful stories of experiences in the lives of teachers is the able editor. Its monthly calendar, with pictures and brief biography of distinguished teachers born in that month, is always of unique interest.

Monthly Digest of the Educational Press Abroad

BY F. MEUNCH, PH.D.

IN its November issues the French Educational Press devotes a great deal of attention to a survey of schools in other lands, and thus, by comparing the conditions of similar French institutions with the former, arrives at valuable conclusions as to the adaptability of many excellent features for introduction into the system of French schools. It also brings numerous articles with reference to the truly surprising progress which education has of late been making in France, especially as to primary and also technical schools, the former of which have in less than two years doubled in number, while the attendance of scholars has nearly quadrupled under the compulsory law. The tide of reform has extended even to the high schools and colleges, many of which have discontinued the heretofore obligatory study of Greek, for which English and German has been substituted. Many elective courses of study have also been established at various institutions in the place of the straight-jacket curriculums that formerly prevailed.

We meet on the very first page of the *Revue Pédagogique* (November), a highly interesting article by Gabriel Compayré, entitled, "The Co-education of Sexes in the United States," many features of which the author recommends to the attention of his countrymen. The article on the "Normal Schools of Germany," by M. v. H. Friedel, begun in the October issue, is continued in the November issue, where it treats exhaustively the program of studies pursued in those institutions. However, indisputably, the most interesting of all the treatises here presented is the "Chronicle of the Primary Schools of France," that strikingly, convincingly bears witness to the fact, how great a stride the country has, during the last years, made in the education of the young. It proves conclusively how earnestly and thoroly France has of late studied the educational systems of the foremost nations, even of Japan (as borne out by another highly instructive article on that subject from the pen of M. Alfred Monte).

The *Revue Internationale de l'Enseignement* (November) ably ranks itself beside its fore-mentioned colleague by a number of interesting articles on eminent educational subjects. One of them by M. F. Picavet treats "The Teachers of Primary Schools and of Uni-

versities," strongly advocating the harmonious consecutive gradation of instruction from the lowest to the highest institution of the country, and elaborately pointing out the way in which this may best be achieved. So also M. M. Gasquet in a well-written treatise on "Technical Teaching," eloquently shows what place technical schools should hold in the system of educational institutions, what should be expected from them and what methods they should follow. And finally M. Louis Weill discusses "Educational Questions Regarding German Girls," finding there many points that he warmly recommends for immediate introduction into female schools of France.

Many other French magazines, too numerous to mention, worthily join the two above-mentioned journals in the able discussion of various subjects of primary education; but higher branches of learning are copiously represented also by various monthlies, among which we note especially the *Journal de l'Enseignement Secondaire*. It brings an essay by M. Leopold Sudré on Grammatical Nomenclature, advising the greatest restriction of technical terms and substituting for it an easy way for the understanding; it also contains an article by Mr. Bernes on the useful, still recreative employment of school-recesses, and finally the text of Professor Leon Morel's oration, delivered by him in London on the occasion of the French teachers' visit to England and deservedly recommended for its good sense and admirable diction by both English and French press-organs.

It was to be expected, that with the radical alteration of primary education thruout the whole of France under the sole management of that department by the State, some new and lively interest and agitation would be created among those entrusted with the education of the young; but that this movement would assume so great and far-reaching proportions, as it has, that not only the teachers and school authorities, but also the public, the whole French nation in fact, should so quickly and so intensely conceive an ardent enthusiasm for school-reform and for the inauguration of a new educational era thruout every town and village of France, even the most sanguine optimist and the most fervent well-wisher of the nation would never have anticipated. It constitutes the greatest revolution of all thru which France has passed, but for the first time in her history it is a peaceful, a temperate, a considerate revolution, fraught with the happiest auspices and the most glorious promises of rich intellectual

blessings, not only to the nation, but even to the world at large. For that old and pernicious motto of "La Gloire" the French have inscribed and substituted the new and felicitous emblem of "L'éducation" upon their banner; for Napoleon, the man of war, they have as their leader M. Briand, the schoolmaster and Minister of Public Instruction; for cannon and arms they have taken in hand the weapons of practical philosophy and pedagogy. This is evident from the liberal donations made by private persons toward the promotion of education, from the numerous prizes offered by prominent newspapers for the best essays on various educational propositions, chiefest among which ranks a prize competition for 50,000 francs, presented by the *Journal Le Matin*; from the truly astonishing host of educational books just published, and last, but not least, from the great number of meritorious articles furnished by the various educational journals in their December issues.

Among German educational magazines none perhaps occupies so exalted a place as does the *Pädagogische Archiv*, and it fully maintains this reputation in its November issue. We find there among a great many articles especially three that are of the greatest merit and deserve a particular mention. The first is an elaborate criticism of Chamberlain's work on Kant; the second a treatise by Dr. G. Pudar on "Art in the Life of a Child," and the third a biography by A. Gelbke of Margaret Bosco, an Italian woman, resident of Turin, who even more humane than Francke, more sympathetic than Miller, more enthusiastic than Pestalozzi, sacrificed her fortune, her health, her entire life to the education of the children of the poor. The story is well worthy to be read by every lover of education.

The monthly entitled *Deutsche Schule* contains among many other treatises of value a dissertation of the "Sexual Problem in the Public School," by W. Ulrich; furthermore, an article by G. Hoefer on the "Public School in France," which fully bears out what has been stated above about French education, and a peculiarly German article by Dr. A. Goerland on the "Volkslied" in the Public School.

A magazine that we cannot recommend too much to our American pedagogs is the *Journal of Educational History* (Mittheilungen der Gesellschaft fuer Deutsche Erziehungs-Geschichte). Its November issue contains a most elaborate treatise by Dr. Kahl on

the lives and educational views of many eminent writers of the 16th and 17th centuries, among whom the author mentions Johannes Althusius, who advocated the application of Calvinistic rigor to school management; furthermore, several advocates of Aristotelian school doctrines, among them Henning Arnisaut and Wolfgang Heider, later Bartholomew Keckermann, author of *Synopsis disciplinæ politicæ* and of *Disciplinæ œconomicæ*, in both of which works he recommends many improvements of education; and finally, Adam Koutzen, author of "*De Institutione Inventutis*" (about the Instruction of Youth), and Christopher Besold, each and every one of them wholly unknown to us, yet highly deserving our attention, as they form an effective link between Comenius and Basedow, between whom there prevailed a long and obscure gap in our knowledge of the History of Education.

The *Humanistische Gymnasium* discusses Karl Schurz's educational views, also the Abolition of the Study of the Greek language in French Schools, and last, not least, in a very excellent article by W. Muench, the Relations of Parents, Teachers and Scholars to the Institutions of Our Present Times, which treatise contains a host of suggestions that might apply also to this country.

The *Annals of the Society of Scientific Pedagogy* (*Jahrbuch des Vereins fuer wissenschaftliche Pädagogik*), a voluminous edition, rich in valuable contributions from the most eminent schoolmen of Germany, is especially recommended to American teachers, because they will find there for the first time an exhaustive exposition of Herbart's educational philosophy, Herbart, whose name now ranks as the most recent addition to the galaxy of German pedagogs. As his biography and his activity are described in this issue by two able essayists, one by Fluegel, the other by Schmid, the reader is afforded the opportunity of arriving at a pretty correct and comprehensive judgment about Herbart and his educational system.

That progressive German monthly *Neue Bahnen* (New Paths) contains an interesting article by H. Scharnbaum, "At the Dawn of a New Time"; another by Paul Thomas, entitled "New Materials for Instruction in History," and also one by Herman Reishorn treating "An Apparatus for Prospective Drawing and Illustration, Applicable to Public Schools." We know of no more recommendable addition lately furnished to technical instruction than the one here so clearly and intelligently presented and described.

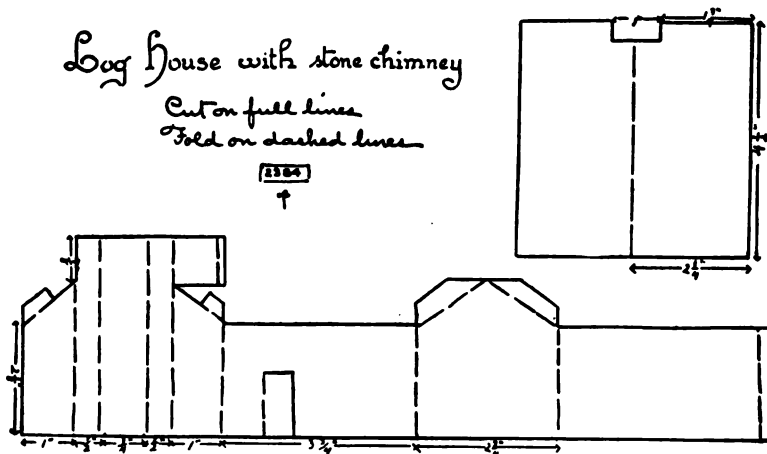
ART.

Tho Dr. Haney has severed his connection with the editorial staff of the *Manual Training Magazine*, we learn with pleasure that he will retain his interest in the magazine and continue his contributions, which have been so helpful and inspiring to art and manual training teachers.

The October number has an article on wood-block printing by Professor Dow, of Teachers' College, New York. The educational value of this mode of art expression has been recognized and is being introduced into our schools.

The importance of correlating it with other studies is to be recommended, since it gives the pupil an opportunity to create something practical from his design in the way of decorating textiles, illustrating and embellishing books and their covers and in many other ways stimulating handicraft.

Mr. Whitney, under the title of *Elementary Landscape Architecture* in the December number of the *School Arts Book*, gives some valuable hints that kindergartners might take with profit. With the aid of the sandtable, bogus paper houses and pieces of shrubbery, a little settlement is depicted, the background for this little scene is then drawn on the blackboard and illustrates distant



Courtesy School Arts Book.

ILLUSTRATION OF ELEMENTARY LANDSCAPE ARCHITECTURE.

trees, mountains and sky. The whole is harmoniously blended and true to life.

Mr. Bailey in the January number of this magazine makes an eloquent appeal for more self-activity in the schoolroom, for more manual training, for more studies that will function out in life; in short, for the infusion of the kindergarten spirit thruout the school life of the child. Sentiments such as these should be widely disseminated and acted upon in the management of our schools.

Miss Cook in her article "Illustrated Stories in the Lower Grades," shows good methods in her treatment of this subject.

Under the title "The Coal Shed," Mr. Whitney introduces another lesson in elementary landscape architecture. The educational value of such a lesson is far-reaching, nor is the field small, since most every human activity might be represented in the same manner, and the best of it all is, that the children can take an active part in the work.

HISTORICAL PICTURES OF GREAT INTEREST AND PATRIOTIC VALUE.

There has been for some weeks at Wanamaker's department store, 10th street and Broadway, New York, a group of pictures which might well be exhibited at the Jamestown Exposition and then returned to New York City for a permanent home. This is a series by Edward Moran (deceased) representing crucial events in the history of the United States in which water is an important feature, marine painting being the special forte of this great New York artist. Among the scenes represented we find the three ships of Columbus approaching America; the burial of De Soto at midnight, in which all the mystery of night and of death are wonderfully well suggested; the first appearance of Hudson in the river which bears his name (several Indians from the banks of the stream eagerly watch the approach of the strange, winged vessel); the battle between the *Monitor* and the *Merrimac*; the naval parade of 1903 and others. One depicts only a waste of waters, with a few gulls flying over the billows, a picture which, to one who has crossed the sea, recalls all its wonderful mystery and charm. This the artist calls "The Highway of the Nations," seeing in the great ocean not that which divides, but that which unites the nations. So akin is the artist to the prophet soul. If possible, children in the higher grades should be encouraged by their teachers to go and study these very beautiful and impressive historic paintings, especially in this month

of February, when so many hours are devoted to inculcating lessons of patriotism. These pictures are not very large. In the same room is a very large canvas depicting Columbus as showing his charts to the scoffing monks, who blindly ridiculed what they could not understand. This also will repay careful study.

For those studying French history the many tableaux, large canvases and historic relics in adjoining rooms, illustrating scenes in the Reign of Terror, will be of interest and value, but young children should not see them. They convey a solemn warning to older students of history and to statesmen and politicians of our own time.

The *Circle* for January has an article by the musical critic, Henry T. Finck, "A Musical Revolution." Speaking of "piano-players," he says:

"Another musical expert, Mr. Rupert Hughes, takes a diametrically opposite view of the situation. The true value of the piano player, in his estimate, is its usefulness as first aid to the untrained. It is to the classics of music what the translator is to literature. While the best translators lose something of the original, without them many of the most learned would be unfamiliar with Homer, Plato, Job, Isaiah, Vergil, Horace, Dante, Cervantes, Goethe, Hugo, Tolstoy and the others who have made the mistake of not writing in a universal language. . . . The piano player comes to their rescue; it is always ready for them at home, makes it unnecessary for them to dress and go out, and enables them to make their own programs. Incidentally, by stimulating acquaintance with the classics, it stimulates a desire to hear them well performed. So, in course of time, the concerts also profit."

The Director of Music in the schools at Brookline, Mass., says:

"In the majority of cases the utter lack of a sense of pitch is only apparent; it is there, but it must be brought out and developed by 'catching them young.' I can testify that not one-third as many of these apparently tone-deaf children come to my school now as there were twelve or fifteen years ago. This fact, I believe, is wholly due to but one cause—that singing has been implanted in scores of homes by the public schools, that by this means the babies and those below school age have learned to sing before coming to school in the same way they have learned to speak their 'mother tongue.'"

Formal instruction in singing in the public schools helps greatly to improve the quality of tone in the speaking voice.

The *American Journal of Education*, Milwaukee and St. Louis, gives a brief article on the great and brave author of "Common

Sense," who did so much with his pen to inspire the colonies in their struggle towards independence. Thomas Paine's services to freedom, both in America and in France, should be known and appreciated by the generation of to-day.

Education for 1906-7 (its 27th year) presents a notable series of articles by leading educators on College Methods and Administration, which laymen as well as pedagogs will find of much value and interest. Among these are: "The College vs. the University," by President George F. Fellows, of Maine; "The College vs. the High School—Methods," by Robert S. Aley, Indiana University; "The College vs. the High School—Government," by Arthur D. Call, Hartford, Conn.; "The College Woman Graduate," by Mrs. Rachel Kent Fitz; "Action and Reaction in Primary Schools," by Stuart H. Rowe, Ph. D., etc.

International Kindergarten Union Convention, 1906-7, New York,
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For Chairman of Committees see January number. Names of officers will be given in full in March number. Miss May H. Watterman is chairman of Music Committee, instead of Mrs. H. A. Day.

The Murray Hill Hotel will be headquarters. Arrangements are making for an international exhibit of kindergarten work and time will be allowed by the Program Committee for visiting the exhibits.

Books for Review

SOCIAL AND ETHICAL INTERPRETATIONS IN MENTAL DEVELOPMENT. J. Mark Baldwin (new edition). Macmillan & Co. \$2.60 net.
MENTAL DEVELOPMENT IN THE CHILD AND THE RACE. Ibid (new edition). Macmillan & Co. \$2.25 net.
BOOKBINDING FOR LIBRARIES. John Cotton Dana Library Bureau, Chicago.
SONGS FOR SCHOOL. Charles H. Farnsworth. Macmillan & Co.
ELEMENTARY WOODWORK FOR USE IN MANUAL TRAINING CLASSES. Frank Henry Selden. Rand, McNally Co.
KINDERGARTEN BIBLE STORIES, OLD TESTAMENT, Laura Ella Cragin (published as serial in *THE KINDERGARTEN MAGAZINE*, 1905-06. Fleming H. Revell Co., New York. \$1.25 net.
OLD-FASHIONED RHYMES AND POEMS. Selected by Mrs. Roodknight. Longmans, Green & Co.
THE CLOAK-ROOM THIEF AND OTHER STORIES. By C. W. Bardeen, Syracuse, N. Y.
LADY HOLLYHOCK AND HER FRIENDS, A BOOK OF NATURE DOLLS. Margaret C. Walker. Baker & Taylor Co., New York.
KNIGHTS OF THE SILVER SHIELD. Raymond Macdonald Alden. Bobbs-Merrill Co., Indianapolis.

Magazines Received

Century. "The Ancient Irish Sagas," Theodore Roosevelt; "The Cathedral at Chartres," Elizabeth R. Pennell; "Discovery of a Supposed Primitive Race in Nebraska," H. F. Osborn.
The Chautauquan comes in a new dress, small and delightfully convenient to handle. The reading course conducts this year thru "Imperial England," and is delightful and instructive reading for those who have and those who have not traveled thru her historic and literary highways and byways. Beautifully illustrated.
Review of Reviews, Outlook, Delineator, Good Housekeeping are each full of good things both for the general reader and the specialist, as are *Charities, St. Nicholas, The Conservative Literary Digest, Sunday School Times, Unity, Woman's Home Companion World's Work*, etc.



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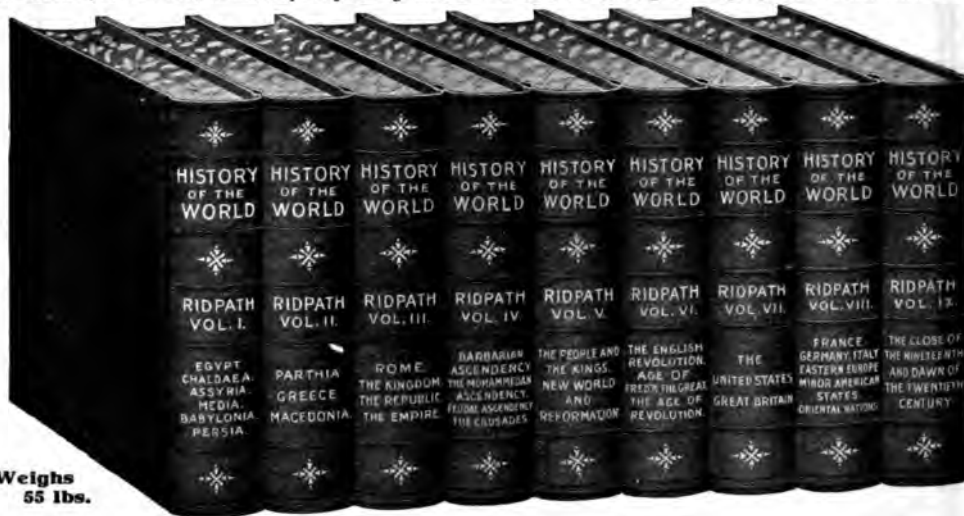
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The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—MARCH, 1907.—No. 7.

Jenny B. Merrill, Pd. D.—An Appreciation

MARIA KRAUS-BOELTÉ

IT was in the year 1875 that Dr. Jenny B. Merrill was introduced to me by Dr. Ida Emily Conant. Dr. Conant had been a student of Froebel in my training class, and she had awakened Miss Merrill's enthusiasm. During the years since then I have been impressed by the earnestness, devotion to her work, and intelligent insight into Froebel's wonderfully child-befitting methods—shown by Miss Merrill—I rejoiced when Jenny B. Merrill was appointed kindergartner at the Normal College, after her course of kindergarten training had been completed. It was a still greater joy to me when, later, she became Teacher of Methods in the same institute—thus, thru the students of her classes, widening her influence in behalf of the Kindergarten. In the spring of 1896 Dr. Merrill came to consult with me in regard to her application for Supervisor of the New York Public School Kindergartens. I had faith in her; I believed she would be loyal to the great cause of the Education of Children. She was appointed Supervisor, and with great perseverance and tact this continually growing work of hers has been carried on, enriching her own life with the love of hundreds of young women and thousands of young children who, directly or indirectly, have received inspiration or help from her. I rejoice in her success.

The History of the Kindergarten in the New York Public Schools

HORTENSE MAY ORCUTT

The history of the introduction of the kindergarten system into the New York public schools dates from the year 1870. That year marked the opening of the Normal College, and the president of the Normal College, Dr. Thomas Hunter, had been much interested in the educational ideas and ideals underlying the kindergarten by a certain Dr. Douai, a German scholar, who had come to this country in the immigration of 1849; that same immigration that brought Carl Schurz and many other Germans of high purpose, sound scholarship and unmistakable ability.

Dr. Hunter tells us that long talks with Dr. Douai, and the subsequent reading of German literature on the subject of the kindergarten thoroly convinced him of the soundness and beauty of its teaching, so thoroly that in 1870 he prevailed upon the Board of Education to allow a course in kindergarten theory to be given to the senior class of Normal College. This course was preceded by a lecture on the kindergarten given at Normal College by Miss Elizabeth Peabody, of Boston. The course itself comprised twelve lectures, and was given by Dr. Douai. The senior class was sectioned into four groups, A6, B6, C6 and D6, and Dr. Douai was to lecture to each section in turn.

In Section C6 was a young student whose enthusiasm for the kindergarten was at the warmest point. Occasional talks by Dr. Hunter and the lecture by Miss Peabody had fired in her an interest that was to grow and become a permanent life interest. This young student was she whom we now know as Dr. Jenny B. Merrill, Director of Kindergartens of Manhattan, The Bronx and Richmond.

The lectures to be given before Group C6 were never delivered. When B2 had been addressed, it was decided to discontinue the course. To this day Dr. Merrill speaks with feeling of the cruelty of that disappointment.

In Dr. Hunter's report to the School Board in the year 1870 we read:

"In connection with the object teaching, your board has authorized the introduction of the kindergarten system of instruction into the model primary school. . . . The kindergarten system, with its instructive plays, games and amusements, will attach the children to the school, and engender a love for books and studies, for regularity and order, and for freedom and justice. This plan of teaching is in harmony with nature; it takes up the work where the mother leaves off, and therefore prevents that sudden transition which so frequently shocks the child."

The following letter, dated December 15, 1870, and written by Elizabeth Peabody to Mr. Steiger* is interesting as bearing directly upon the New York kindergarten movement at this time. The letter was printed as an introduction to Dr. Douai's book, "The Kindergarten—A Manual for the Introduction of Froebel's System of Primary Education into Public Schools; and for the Use of Mothers and Private Teachers." This book was published by E. Steiger. Miss Peabody's letter was as follows:

December 15, 1870.

MR. STEIGER: Allow me to express to you my joy at learning that you are to publish a work of Dr. Douai's, containing the movement plays of the kindergarten. The gentleman so favorably known for having made, in the years immediately preceding 1848, the Duchy of Altenburg one of the best educational portions of thoroly educated Germany, was one of the first to appreciate the scope and value of *Froebel's* kindergarten. I think it was in 1859 that he founded the first American kindergarten in Boston. It was a private school for Germans, and did not comprehend all the nicety of *Froebel's* plan. Dr. Douai has subsequently made this his own by importing a German teacher, trained in one of *Froebel's Normal Classes*, to instruct himself and daughter in those details which it is quite impossible to do justice to *by a book*. But the teachers who are trained by the living word need manuals like the present one to relieve them from the exhaustion of perpetual invention while teaching; and also as *reminders* of the order and gradualism of the practical exercises.

I am thankful that the school board of New York has availed itself of the assistance of Dr. Douai in presenting to the public this method of education, which not only insures healthy physical development, but trains the artistic imagination, the scientific mind, and the skilful hand of labor; and this without taking the child out of the innocence of the childish sphere of imagination and affection.

The kindergarten is a *child's world*, corresponding point by point with the adult world; and yet does not deprive children of their

*E. Steiger & Co., 25 Park Place, New York.

beautiful and harmonious infancy, but lengthens its term. The play of it rehearses all the serious occupation and beautiful morality which ought to characterize society, combining "the soul of the saint and the sage with the artless address of the child."

I hope Dr. Douai will be called all over the country to repeat everywhere the lectures which are about to prepare for permanent normal instruction in Froebel's art and science, as a department of the Normal College of New York City.

Very respectfully yours,

E. F. PEABODY.

Follen Street, Cambridge, Mass.

Tho the opening of the kindergarten system in the New York public schools in 1870 was seemingly so auspicious, it is unfortunately true that the support of the Board of Education was withdrawn in the following year. Relative to this withdrawal we quote the following from Dr. Hunter's report, dated December 31, 1872:

"I regret exceedingly that the experiment initiated by Dr. Douai to test the merits of Froebel's system was not successful. It is not necessary to enter here into any explanation as to cause of failure; it is enough to know that the fault is not in the system itself. In



THE NORMAL COLLEGE OF THE CITY OF NEW YORK

the new model school with ample accommodations and appliances, so near the Central Park, and surrounded with grounds abounding with shrubs and flowers, it will be wise to form a kindergarten class and give the system another trial. Human happiness, founded on habits of industry, on order, harmony, obedience and a sense of mutual dependence, form the basis of the great German's system. To some the plays and games appear silly and a waste of time; but it would be found on close examination that there is a true philosophy behind them."

This would seem to mark a serious setback to the cause of kindergarten education and, so far as the public schools were directly concerned, it did indeed so do. But interest in the new educational thought was manifest in other quarters than the Normal College.

In 1872 Miss Henrietta B. Haines, principal of a fine private school in Gramercy Park, had visited Europe and had become much interested in the kindergarten; so much so that she persuaded Miss Maria Boelté, a pupil of Madame Froebel's, to return with her to New York and establish a model kindergarten in connection with Miss Haines's own school. A little later Miss Boelté married Prof. John Kraus, who had been connected with the Bureau of Education at Washington, and together Mr. and Mrs. Kraus established in New York in 1873 the Kraus Seminary for the training of kindergartners. Among the distinguished pupils of this training school are Miss Susan Blow, who organized the free kindergartens of St. Louis; Mrs. Clarence E. Meleney; Miss Emma Newman; Miss Jenny Hunter; Miss Anna E. Harvey, kindergarten instructor Adelphi College, Brooklyn; Miss Ada E. Tompkins, kindergarten instructor in the Jamaica City Normal School; Miss Mary A. Wells, who was connected with the early church kindergarten work established by Dr. Rainsford in connection with St. George's Episcopal Church Mission.

Miss Wells also opened the kindergarten established by the Normal College Associate Alumnae in 1890. Since 1898 Miss Wells has taught in the public kindergartens, and has served an extended term as president of the Public School Kindergarten Association of Manhattan and the Bronx. For several years she has had charge of the kindergartens in connection with the summer schools. Taken altogether, Miss Wells's service to the kindergarten in New York represents an uninterrupted period of twenty-five years' active work.

Miss Emily I. Conant, associate professor of psychology at Nor-

mal College; Mrs. Hughes, the present president of the International Kindergarten Union, and Dr. Jenny B. Merrill are also Kraus graduates.

From 1873 to 1877 we find the kindergarten only as a private institution. But philanthropists and educators had come to believe that this great gift to little children should not be the exclusive prerogative of the well-to-do; and we find the results of their belief manifest in such movements as the church kindergartens, the Children's Charitable Union, and the kindergarten established by the Ethical Culture Society. This last-named kindergarten was the first one to be established. It was opened in January, 1878, under the lead of Dr. Felix Adler. This is the kindergarten that for over twenty years has been under the supervision of Miss Caroline T. Haven, former president of the International Kindergarten Union and long a recognized leader in all lines of broadest kindergarten work.



KINDERGARTEN OF THE NORMAL COLLEGE, N. Y. CITY—BUILDING
LINCOLN'S LOG CABIN

The first church kindergarten was established through the efforts of the Rev. R. Heber Newton, rector of All Souls' Protestant Episcopal Church. This kindergarten opened in March, 1878. Miss Mary L. Van Wagenen organized the kindergarten, and a year later opened a training class.

In May, 1878, the Children's Charitable Union opened a kindergarten.

The fine private kindergarten in connection with the Kraus Seminary had indirectly much to do with this philanthropic kindergarten movement; for among its pupils it numbered the children of such eminent citizens as Judge Barrett, Grosvenor Lowry, Carl Schurz, Joseph Choate and Dr. Heber Newton. Of course there could not have been a more persuasive argument for the kindergarten than the growth and happiness that these gentlemen were permitted to witness.

Meantime kindergarten instruction had again been introduced into Normal College. This time it came to stay, and in the form of the kindergarten itself. In 1877 a free kindergarten was established, which is continued up to the present time. Dr. Jenny B. Merrill organized the kindergarten, and was the kindergartner in charge for the first year. In President Hunter's seventh annual report we read:

"A system of clinical lessons has been instituted, a kindergarten class established. It may not be out of place to explain the so-called clinical lessons, and to state the object aimed at by instruction in the kindergarten system.

"The kindergarten class was formed not because the system is feasible in the public schools but because its underlying principles, if once comprehended, will serve to make the primary teachers more intelligent, efficient and humane in the discharge of their duties. Child nature is thoroly learned in the kindergarten. Its songs, its games, its gifts, combining play with instruction, and thus giving vent to the physical as well as to the intellectual nature of the child, create and foster a spirit of wholesome activity, and lead unconsciously to the happiest results. The system of the great Froebel is in accordance with nature, compels the teacher to perform the functions of a wise mother, and converts the class and its instructor into a little family united by ties almost as close and sacred as those that bind the parents to their children. In these instructive games the ear is taught to hear, the eye to see, the fingers to touch; the child is taught to count, to sing, to compare, and, above all, to construct. A child trained in this manner cannot grow up like the people described by the Prophet, 'who, having eyes see not, and

ears hear not.' . . . It is to be regretted that, owing to the lack of accommodation, the kindergarten cannot be introduced into the Public Primary School. Nevertheless, the teachers cannot be normally educated without some knowledge of it; and this we have tried to impart under circumstances not the most advantageous. Miss Jenny B. Merrill deserves great credit for the admirable manner in which she has organized and taught this class."

At the end of her year's service in the kindergarten Miss Merrill was asked to take the position of instructor in primary methods in the Normal College. At first she refused the offer, for her dominant interest lay then as it had all along, and has since continued to do, in the kindergarten. The position was, however, strongly urged upon her; and after earnest consultation with Mrs. Kraus, who wisely advised that Miss Merrill might in the end serve the kindergarten cause more effectively through having had this connection with the training of teachers, she accepted the position.

This indirect service for her main purpose was to be a long one—in actual years it counts seventeen—but during that time Miss Merrill tells us that she used the kindergarten form work to teach form work in the primary, and inculcated kindergarten methods in her pedagogical work. Her pupils observed in the model kindergarten and practised the games.

The kindergartners succeeding Miss Merrill were: Miss Helena Davis (now Mrs. VanDenberg), Miss Emma Newman and Miss Marie Belle Coles. Miss Coles is still in charge of the work.

Another important advance in the kindergarten cause came in 1890, when, by the authority of the board, as trustees of Normal College, a Normal training class for kindergartners was established as a post-graduate course. Six graduates received kindergarten scholarships in the order of merit. This training school is still continuing its work.

In 1889 the New York Kindergarten Association was organized and began the work of educating public opinion as to the value of the kindergarten. In 1891 the association "petitioned and urged the Board of Education to adopt the kindergarten as a regular course of the public instruction."

About this time the Associate Alumnae of Normal College sent a similar petition to the board.

From the minutes of the Board of Education for 1891 we quote the following:

"In our opinion our school system could be made more symmetrical and might be greatly improved by the addition of the kindergarten at the bottom and the high school at the top. . . . We recommend that as soon as practicable not less than twenty kindergartens or departments where kindergarten methods are exclusively used, shall be established in various parts of the city, and that only trained kindergartners shall be placed in charge." . . .

The time was now ripe for the establishment of the kindergarten as an integral part of the public school, as was shown by the favorable reception of Commissioner Hubbell's report; and in the following year, May 18, 1892, the necessary resolution was offered by Commissioner Charles Straus, on behalf of the committee on by-laws. At a subsequent meeting this resolution was adopted, and the first kindergarten under the new by-law was established in the Twelfth Ward in the primary department of School No. 10, in March, 1893. In November, 1897, Miss Merrill was appointed Director of Kindergartens of Manhattan and the Bronx.

The present Superintendent of Schools, Dr. William H. Maxwell, has for many years warmly defended and consistently advocated the value of the kindergarten, and it is due, in great measure, to his persistent efforts that at the time of the present writing there are 600 kindergartens in the public schools of the city of New York. Of this number 290 are under the supervision of Dr. Merrill. Miss Merrill sometimes smilingly remarks that "you can't find two alike." It is a proud claim, and the fine truth it illustrates is the breadth and power and wisdom of her directorship. In her second annual report she voiced the keynote of her ideal:

"We believe strongly in recognizing the individuality of the kindergartner as well as of the child. One of the greatest lessons taught by Froebel is the careful nurture of the individual. He said on one occasion: 'But I will protect childhood, that it may not, as in earlier generations, be pinioned as in a straight jacket.' We try to apply this principle in our work of supervision, by encouraging individuality in the kindergartner rather than by forcing a fixed program upon her. We have given as a watchword to our kindergartners the words of Emerson, 'Let us walk on our own feet; let us work with our own hands; let us speak our own minds.' We encourage our kindergartners to follow kindergarten principles always, but not to forget that they must ever be students, keeping in touch with recent investigations, and adapting their methods to individual needs and to their environment."



WINTER IN TOMPKINS SQUARE (N. Y.) PLAYGROUND
Miss Elizabeth Y. Van Doren, Director

Flower Babies in the Land of Nod

BY LOUISE JAMISON.

"**I** F I only had some one to play with," sighed Bessie, as she sat with Belinda, her doll, under the big chestnut-tree. "I just wish the old woman who lived in a shoe would come along. She has such a lot of children."

"A lot of children, indeed! How did she keep them all in a shoe, pray?"

Bessie almost dropped Belinda, she jumped so.

Not because she heard the queer voice. Ah no. She had read her fairy tales, and to hear a voice answering her was not so *very* surprising. Everything could answer, she was sure, if it was spoken to in the proper way, but this wasn't just a voice. It was a person, and such a funny person, too. A little old woman, fat and round as a ball, with a big shawl of autumn leaves and a great bonnet all goldenrod and asters.

"Did you come up the road?" asked Bessie.

"No, my dear, I didn't come at all. I've been here all the time."

This couldn't be true, Bessie thought, but she knew it was not polite to contradict, so she only said:

"I didn't see you."

"Very few people do," answered the old woman.

"Are you the old woman who lived in a shoe?" asked Bessie.

"Dear me, no," chuckled the old woman. "There's much more of me, and as for children, there's no comparison. I have millions—just millions."

"Gracious!" cried Bessie, clapping her hands. "Where are they?"

"You are standing on some now."

Bessie jumped away quickly. "I don't see any," she said.

"How can you when they are in the ground. I've tucked them in all snug and warm for the winter, and I'll soon be going to say good-night to them."

"Oh," began Bessie, "may I——"

"May you go, too?" and the old woman laughed until her fat sides shook. "I knew you would ask that, and I suppose I must say

'yes.' Dear, dear, how tired I am. Putting babies to bed isn't an easy job. Well, come on."

"Right now?" cried Bessie joyfully. "Oh how lovely! Just let me put Belinda in the seat here. She will be in the way if I take her. But how will we get down there? Under the ground, I mean, and please what may I call you?"

"I'm Mother Nature, my dear, and as for getting under the ground, that is easy when you know how."

Then while Bessie still wondered, her eyes shut tight, and when they opened she was in a queer place that seemed to stretch ever so far in all directions.

It was dark, but she could see clearly, and never had she dreamed of anything so cunning.

There were big bulbs and little bulbs, white bulbs and brown bulbs, all packed in as snug as peas in a pod. Then there were all the underground stems, swelling with their store of food for the sleeping plant babies; fat acorns still bearing their brown caps: lazy chestnuts that hadn't thought of undressing, and plump little maple brothers, all sleeping side by side.

No wonder Bessie clapped her hands and danced with delight.

"Oh, they are as cunning as cunning can be," she said.

"Yes they are, dear children," agreed Mother Nature, proudly, "but they keep me very busy. Some of them are so impatient, too. They want to get up the moment they hear Bluebird call. There's little Snowdrop. Nothing will——"

"I hear you, mother, dear," said a sleepy little voice, just like the tinkle of a silver bell. "Is it spring yet?"

"No, you restless child. Go to sleep this minute."

"Yes, dear mother, but you will have my white dress ready when it is spring, won't you? And my little green bonnet, too. I'll need them very early."

"I like to get up early too," said another soft little voice. "The world is nicer when it is fresh and new. You needn't bother about my leaves, mother dear, I always find plenty left over from last year, but please let me have my pretty lavender gown."

"Dear, dear," laughed Mother Nature, "what a vain child you are, Hepatica. I wonder you even wear your hood when you first go up."

"It is such a dear hood," said Bessie. "I just love to watch her throw it off when the days grow warm."

"Well *I* don't need a hood, and I'm not vain either."

It was little Anemone speaking, and she almost popped out of bed in her excitement.

"It's this way," she went on, as Bessie came nearer. "I don't care about my dress. I'd like Spring Beauty's as well as my own. Hers is fine too, with fine stripes, but suppose I should wear hers, what would Mr. Wind think? He mightn't recognize me at all, and I'd miss all my fun with him. Spring Beauty loves the sun, but I care more for Mr. Wind."

"Dear, dear! such a lot of talking; and I'm *so* sleepy. It can't be time to get up. The Rain Fairy hasn't tapped yet, and the sun hasn't sent a single messenger. I mean to take another nap."

"That's Crocus," said Mother Nature. "She always was an independent child. Even the color of her dress doesn't trouble her."

"Just so it's pretty," said little Crocus, "and I can have my veil."

"Well that makes me laugh," said a funny little voice in the corner. "Everybody is talking about clothes, it seems, so I might as well talk, too. You know the kind of suit I like to wear, mother, and how I love water, and, mother, for goodness' sake don't forget my pulpit. I should be lost without it."

"That's Jack. I know it's Jack," cried Bessie, clapping her hands. "He is such a funny fellow. Just like the priest, all shaven and shorn."

"Yes," said Mother Nature, "that's Jack, the little sinner. Much he cares for his pulpit except in the early spring. If you look for him in the fall you will not find much of a priest I can tell you. He is more like a golfing gentleman then, with his brilliant scarlet coat."

"But come now, we must go. It is rest time for my babies."

And Bessie had only time to say, "Oh! how sweet" as they passed the corner, where Arbutus and Violet stirred in their sleep, and to cry "You dear funny little Brownies" over the wee ferns in their quaint woollen caps before her eyes shut tight and opened again upon the blue sky of the upper world.

"Gracious!" she said, taking a long breath, "how fast we came up, and dear Mother Nature, you were good to let me see your babies."

"You have seen only a few of them," answered Mother Nature. "Just look at the trees. Can you count the babies there?"

"Babies there, too! Won't they be cold when the wind blows?"

"Oh no! no! no!" came in a chorus of tiny voices from the tree-tops. "Our mother has wrapped us in such soft, warm blankets and tucked us in our cradles so snug and so nice. Northwind may rock us and sing us lullabies when he is in a good humor, but he can't hurt us, for we won't put out even the tips of our noses."

"He couldn't possibly hurt me, for I have seven coats."

"Do hear my Horsechestnut baby. He is so proud of those seven coats."

"And none of them are as nice as my gray furs," said Pussy Willow.

"Yes they are, too," protested little Horsechestnut. "My inside one is lovely and woolly, and my outside one is a real waterproof. Rain can't wet me at all."

"Well I don't care, I like mine best. I'd like to come out right now and show them, but Mother Nature says I must wait until spring. I mean to get up early, tho, for the children say it can't be spring until the Pussies come."

"You'll pop out early enough," laughed Mother Nature, "but now tuck up your toes, for I hear Northwind coming. He will shake down the leaves and cover my earth babies. Then he'll give the world a good airing and get it ready for my Snow Fairy, who will lay her soft white blanket over you all."

Oh, Northwind is coming," said Bessie, "for I feel his breath. It is cold, c-o-l-d," and she woke up with a shiver just as Belinda slipped from her lap to the ground.

"Gracious! I'm just under the chestnut-tree," she said, picking up the fallen Belinda. "I do believe I've been asleep too. But I've had a lovely dream, and I just know it's all true. Now we must go in, dollie dear, for Northwind has really come, and it is as cold, as cold."

And clasping Belinda tight, Bessie ran to the house, but at the door she turned and said in a low voice:

"Good night, little flowers under the ground. Good night, little leaf babies in your tree cradles. Good night and sweet dreams until spring."

"Alice"

FELICE MCLAUGHLIN, P. S. 45, MANHATTAN.

WHEN Alice first entered my kindergarten she was a wee tot of four and a half years, possessed of a very limited English vocabulary and a bright pair of brown eyes set in a weird little French face.

She had barely been seated when two wee hands, with lightning-like speed, robbed their neighbor of the contents of a third-gift box. Immediately the child who was robbed of her treasure entered a vigorous protest. "I make! I make!" cried Alice, giving no heed whatever to the other's cry of "They're mine! They're mine!" "I'll give you a box for yourself, Alice," I meekly said, thinking at the same time that whatever Alice's disadvantages might prove to be in the future, shyness was not likely to be among them. I was surprised at the instant effect of my words. The blocks of the other child were forgotten; the bright eyes turned to me, and the little hands were eagerly thrust forward to grasp the box which I put into them. Wildly, noisily the blocks were "dumped"; several fell to the floor, to be excitedly picked up; but in less time than it takes to tell, Alice had copied the figure made by the other children. All the wildness had gone. The tot was smiling and serene and at peace with all the world. Now Alice had time to look around her, and this she did in an inimitable fashion, the sharp eyes missing nothing as they traveled from one object to another.

When we came to putting away our blocks Alice nervously endeavored to fit hers into one box. This she could not do. Here the quick eyes came into play again. She saw the other children build the cube and place the empty box over it. That must be the way to do it, but it was very difficult, and try hard as she might the blocks *would* fall to the floor, to be picked up in her nervous fashion, which I began to think I could count upon as a characteristic of the newcomer.

But Alice had forgotten everything again; she was alone with some blocks which must be put into a box in a certain way. All the energies of the little mind, all the eagerness of the small fingers, all the nervous movements of the feet and limbs were now con-

centrated upon that lid. At the end of several minutes the feat was accomplished. Alice repeated the process until she had it perfected to her satisfaction, then raising her eyes she smilingly remarked in her limited English: "I make! I make!"

It was only a matter of a day or two when Alice knew the name of every child in the room; when she knew just what she wanted and just what she did not; when her vocabulary seemed to increase momentarily; when nothing escaped those sharp eyes bent on exploring.

Alice was interesting from the beginning, and I expected great things from her. Her aptitude in following; her total oblivion of all things else when her mind was concentrated on an end pointed towards a brilliant unfolding of talents. As the days went by, however, she did not accomplish any more than the other children. Once she learned that each child was given her portion of work, there was no more "grabbing" of a neighbor's material; she patiently waited her turn, sure that it would come. When a doubt arose the original nervousness returned until the little mind was set at rest by a word of assurance from me. Her peculiar attitude of concentration gave one the impression that she was disobedient. Alice heard an order just as well as the other children, but that little trick of completing to her satisfaction each act nearly always made a gap in the time between the giving of an order and the execution of it. The child was not disobedient; quite the contrary, but then I always waited for her to finish, confident of the calm smile that appeared with the lifting of the sharp eyes.

Alice's disagreeable trait seemed to be selfishness. She wanted to take the lead in all things, to help at all times, to appropriate all the playthings to herself, to monopolize the entire box of sand. Naturally these things threatened discord, and I had to act very cautiously, for there were days when the nervousness was very evident, and on these days there were invariably "weeps" caused by the too vigorous movements of Alice's small fists. On these occasions Alice cried, too, and acknowledged her fault, saying, "I didn't mean to hurt." One day, after a particularly stormy encounter with another child, I caught her throwing her arms about the injured child and kissing her with a "I'm sorry, Helen."

By dint of persevering and by our playing together with the children Alice learned to respect the rights of the others, even to the extent of sharing her own things. One day she brought her doll to

the kindergarten, a creature of indescribable dilapidation, but well known to the children. It was rather a despairing day; the doll was the only visitor, and its attractiveness threatened to become positively aggressive, so many children between half after eight and nine o'clock wanted to hold the doll! But no. Alice clasped her treasure in her old tenacious way, and all the coaxing and persuading in the world would not tempt her to let the doll out of her hands for a single instant. It was a day when the little hands were twitching again; when the restless eyes were wandering around the room; when all the determination exhibited that first day over the Third Gift box was on the surface. I sighed and hoped with patience to see a change before the end of the day. I was rewarded.

When it came time to work, and the doll had been placed beside the aquarium "so she could see the fishes," the day began in earnest. One baby, who had arrived in the morning with a heavy cold, grew tired and began to cry. I took her in my arms, trying to comfort her, the children sympathizing with me because "Baby Rose was ill." "Give her my dollie," exclaimed Alice, and sure enough "dollie" helped Baby Rose to forget her woes.

Little by little the generous traits in Alice began to come to the surface. Treasures were divided or room made for "one more" in the games. One red-letter day, when we had a doll's party and all the "party" had been distributed, Alice, of her own free will, without a hint from anyone, gave her candy to a little latecomer, smiling the serene and peaceful smile which was part of her.



Recreative Plays and Games for the Schoolroom

MARI RUEF HOFER.

AS the giant frost forces of the cruel winter gradually loose their hold on Mother Earth, and she slowly relaxes under the genial influences of the great light and heat-giver the sun, the old race mythus asserts itself in us—the blood warms and the imagination glows, and the atoms and molecules, radium, etc., of modern science are willingly resolved back into their primary superstitions. Fairies, fairyland and fairy tales are the only satisfaction for the pagan longings of the soul.

There are no myths so wonderful as those which personify the earth's great chemistry—the transformation of winter into summer. With the little people we are glad to rehabilitate our jaded conclusions in the freshness of the yearly wonder and to explain to ourselves—underworld and overworld mysteries as the work of gnomes and giants, fairies, elves, etc. It makes little difference whether we believe in fairytales or Santa Claus. Their vindication lies in the fundamental fact which gives them being. Be sure that your tale has roots, and it needs no other voucher on your part. We *must* tell stories of these great wonders in the spring or will not only "Pan die," but be destroyed in the germ the later great conception of the true God—which nature and nature-worship preceded.

THE ELEMENTS.

The closeness of the little child to Mother Nature is well illustrated in the spring awakening, in which he should be allowed to revel to the full of his bent in spite of the confinements of brick-and-mortar city life. The demand for freedom, the expanding of self into the other life about him, encouraged by the teacher and wisely directed into games, will utilize and satisfy the nervous cravings of children at this time of the year.

Particularly should the esthetic values of nature interpretations be emphasized—not the silly, sugar-coated version usually given, but an attempt to really bring the child to the noiseless wonder workings of the great life forces around him. Unconsciously a perception of the spiritual life will come to him.

LESSON I. THINGS THE WIND DOES.

A. *Feeling Force of Wind.* Before playing games let children feel its influence.*

1. Stretch hands—wave in air.
2. Running, arms outstretched, press against.
3. Spread apron or jacket and feel pressure.

B. *Clothes on Line.*

1. Stoop to basket, raise clothes and throw over line.
2. Straighten—arms outward stretch.
3. Hold at two ends; shake, shake.
4. Drop arms and flap against sides.

Repeat as many times as advisable. Making the flapping noise lends spirit of fun.

C. *Ship sailing.*

1. Boat rocking on water side to side.
2. Hoist sail; right arm raised; cross left over head against it.
3. Wind drives boat tipping from side to side.

D. *Clouds Sailing.* Talk of clouds driven by the wind, changing shape, sailing.

1. Look at clouds, turning head.
2. Show how the little ones go—scudding.
3. Show large ones, arms outstretched.
4. Let us play clouds driving in the air like great pillows and feather beds.

E. *Weather Vanes.*

1. Make small ones with hand, moving from right to left.
2. Standing with arms outstretched.
3. Turn at waist from right to left, twist, twist. Head and arms held steady.

Other subjects to be illustrated—trees, windmills, kites, etc.

LESSON II. WATER.

With the breaking up of winter and the snowfalls, water play becomes one of the chief pursuits of healthy childhood. From “slushing” in rubber boots thro melting snow to the building of waterways and bridges the subject needs no other introduction of interest. The movements and forms of water can be illustrated in games very readily. Such a suggestion as this may come from the teacher on the subject of water.

*Bad Mr. Wind—Neidlinger—add second verse:
 He is very busy in the spring,
 A-blowing things about;
 He wakes the trees and grasses
 And shakes the lads and lasses—
 This bad old man named Wind.

"There is another set of fairy workers busy helping to get the earth ready for summer. They come in clouds and water drops, in little streams and rivulets, and then they get to be larger—who can tell what?" Ponds, lakes, rivers, oceans, etc., as they happen to be in child experience.

"What are the little water drops doing out on the street this morning—running, hurrying, turning, twisting, etc.—show me with your hands." The first suggestion gives form, and the last movement, and with a little fuller development of the subject—drawings—the playing of an idea on paper—and games will result. The writer wishes again to state that while keeping groups of actions before the teacher in these lessons, it is intended that they shall be *applied* by her to her program in whatever form desired.

WATER PLAYS.

1. Rain falling, tapping, on circle or at desk, full finger and arm movements. Music—The Brook Music from "Child World, Vol. I."

2. Brook—Runs, ripples, hurries, turns, twists, jumps over a stone, winds in and out. Children join hands in long lines representing brook. This makes for light, well-poised movement, and the aim should be to have as little noise as possible. Bridges, trees, etc., can be added, or some story or verse can be acted out, but the chief value is the esthetic quality of the interpretation.

River—Slower, smooth-flowing movement. Several rows abreast better represent broad stream. This may follow as a rest game after the merriment and buoyancy of the brook.

4. Ponds, lakes—On the circle rippling and rocking of waves—arm and hand movements. Children joining hands move toward center and out again imitating waves rippling and dashing on shore. Confusion is avoided by going "in" and "out" in time to such a phrase as "In they go and out they come."

5. Ocean—Waves rocking, rolling, dashing. A large experience, but familiar to many small children. Best played in long lines. First show undulating movements of waves with hands and arms rising, sinking. Join hands, bend knees to show deeper rolling; dash forward against shore; recede. Repeat.

INDUSTRIAL GAMES.

In following the plan of play for the year, it is necessary for the teacher to see her material, not merely as an opportunity for doing and acting new things, but as each series presents itself in connection with the program to see also groups and classes of actions and movements with distinct qualities valuable to the child as

such, and from which he should abstract the same while passing thru them.

As the soldier of last month stood for certain elements of self-control, quick response, obedience to command, as valuable muscularly as morally, so the industrial games of this month are characterized by vigorous action and the use of the body as illustrating a series of mechanical appliances. The child will quickly recognize in these games himself as the tool or instrument—*his hand* as a hammer, saw, screwdriver, plane, spade, rake, hoe—*his arm* as a wheel, lever, pulley, derrick—indeed, his whole body as an effective agent in the doing of the world's work.

In this recognition of the human body as a sort of portable tool-chest in which are packed away skilful instruments for use in making, building and doing things, we strike a significant body of acts which the reader may follow at his leisure. Man's evolution is largely an industrial evolution as shown in the development and growth of his body. His very nature is such that he must build and construct. The child's activities and plays are a mere exercising of these tools, for he is never wholly idle except for lack of opportunity and direction. Should the kindergartner of all people merely play with such an important, such a sacred race product as to treat it as a device for activity?

The following are all examples of group games in which the individual development of the child is united with group effort and co-operation.

STORY OF THE CARPENTER.

The simple activities of sawing, planing, boring, hammering, etc., should be used on the circle for rhythm work, emphasizing vigorous movement and correct action—purposeful play. Use a good kindergarten song or some piece of instrumental music really telling the blacksmith story, even if it is not from the most recent opera or the latest popular piece.

The following creative game was worked out in one neighborhood where fathers of the children were engaged in the erection of large buildings.

A. *The Carpenter.*

1. All trudge to work with their dinner pails.
2. All measure and saw boards.

NOTE—See O. T. Mason-Smithsonian Report—"Primitive Travel and Transportation"—pages 240-267. Also Dr. Luther Gulick "Physical Training Thru Muscular Exercise."

3. All put down flooring, match boards and nail.
4. All rest and eat their luncheon.
5. All lie down and sleep for a few moments. (The children insisted on this.)
6. All go back to work for a while.
7. Trudging home from work with dinner pails.

Story of the Stone Mason. The following group game was worked out by the Horace Mann kindergarten children, to whom blasting was a familiar daily experience.

A. *Blasting.*

1. Men going to work carrying dinner pails.
2. Preparing for blast—entire circle working.
3. Prying stone with crowbar.
4. Drilling and boring the rock.
5. Preparing blasts—filling with powder.
6. Man with flag clears the way.
7. Children close in circle, representing boulder.
8. Explosion, stamping with feet and rocks—children—flying in all directions.

Children pretended being rocks for a while, lying heavy and relaxed while the inspector went around examining the stone with a view to building. The next day the story of removing the stone was developed.

B. *Preparing Stone.* All on circle.

1. Hoisting stone on pulleys. 1-2. "Hump!" as men pull together.
2. Lowering stone, let out rope, stamp as stone touches ground. Repeat in unison to order of teacher.
3. Stonecutting and chiseling—click, click.
4. Moving and arranging in order; form a square, children as stone.

C. *Laying Stone.* All on circle.

1. Sifting sand thru large screen. All shovel to center.
2. Mixing mortar with hoes.
3. Pouring on water thru hose, hissing—sci-i—
4. Climbing ladders with brick and mortar.
5. Laying stone, fitting and tapping with trowel.
6. Fit doors and windows with children.

Carry as far as children wish to go.

STORY OF COAL MINING.

The miner's is a remote but nevertheless fascinating experience to most children. To those to whom it is a living interest much local color can be supplied. Preliminary rhythms would be picking, digging, shoveling, loading, etc.

A. *Going Down Mine.*

1. Men assemble around shaft.
2. Dress for mine—imaginary snickers (raincoats), caps, lamps, picks.
3. Make shaft—form square.
4. Lowering of men in shaft—step into basket.
5. Turning wheel of shaft—.
6. Digging in mine, pickax and spades.
7. Shoveling into trucks.
8. Pushing trucks to shaft.
9. Hoisting—unison pulling—teacher gives call.
10. Lowering basket, pulling men up.

STORY OF THE BLACKSMITH.

Divide children in three groups—horses coming to be shod, drivers and blacksmiths. If in the country or farm, men go to field and catch horses and bring to shop. In the city horses may be brought from car barns or delivery stations, liveryies, etc.

A. *Horseshoeing.*

1. Drivers catch and bring to smithy. (Horse movements and running.)
2. Smiths examining shoes—more free play.
3. Preparing shoes, blowing bellows, song.
4. Hammering, large and small.
5. Shoeing horses, great activity.
6. Driving horses home, put up at stable.

STORY OF THE LUMBER CAMP.

While few children have had this delightful experience, with fresh memories of the Christmas green and native love for fresh-cut wood, logs, chips, boards, in connection with the carpenter, another imaginary visit to the forest will not be difficult to make. A real visit for older children in the winter would be worth a week's schooling, and remain the experience of a lifetime.

A. *Starting from Camp.* Let children choose.

1. Walking thru light or deep snow. Scuffling or lifting feet.
2. Walking on snowshoes. Long, straight striding steps. Packs on backs.
3. Driving in long bobsleds—using rows of seats, tucking in, cracking whip.

B. *Chopping Down Trees.* "Now we are here, select tall straight trees and let us begin our work."

1. Grasp ax; position, right foot advanced.
2. Swing ax, chop to the right—1—2—3—4, etc.
3. Swing ax, chop to the left.

4. Two children chop one tree from opposite sides.
5. "Now it is ready to fall—swish!—down it comes."
6. Two rows of children chop from opposite sides of seats.

See that back swing of ax is given with circular arm movement. Also with stroke downward get good hip bend.

For kindergarten let all chop on the circle towards center. At signal from teacher tree falls with a crash—and all spring aside.

Program for March

HILDA BUSICK

FIRST WEEK.

MORNING TALK: The new month; the new calendar; review of past month. What the new month brings; more sunshine; shorter visits of Jack Frost, spring coming, jump ropes, tops. Recall talk of previous week; watch horses that pass our school; the grocer, baker, butcher shops to which they belong. Cooking.

Nature Material.—Bulbs, ferns; aquarium. (Bulbs should be planted earlier than February. This year we planted them in November, with very satisfactory results.)

Stories.—The Potato Baby; Hero at the Bakery (In the Child's World); The Open Gate (Maud Lindsay); The Selfish Dog; Jessie at the Grocer's; Tommy and the Barnyard Gate (Kgn. Mag., Nov. 1900).

Songs.—The Copper Kettle (Small Songs for Small Singers).

Games.—Dramatize Morning Talk. "A Little Girl and All Her Playmates Ten." (Tune, "The King of France.")

Pictures.—To illustrate Morning Talk.

Rhythms.—Marching in twos. Trotting and running horses.

Sand.—Moistened, children make impressions with shells, molds, sticks.

Gifts.—Building: the shops; counters, shelves, stands, doors, windows; wagons; stove; second gift, beads for articles bought in shops.

Second gift: sense games; free play. Seeds: vegetables and other articles bought; baskets, barrels; scales.

Occupations.—Drawing: Illustrative of Morning Talk. Drill in curved lines, large and small potatoes; drill in straight lines,

the counter; the street, mount pictures on "street," of children playing, of people going to the shops, of delivery wagons.

Folding: Basket (different kind from last week); pans for baking; the grocer's shop (shutter fold), cut and paste strips for shelves, cut and paste cans (of peas), bottles (of pickles, jelly, etc.).

Sewing (running stitch): Strips on piece of denim for horse blanket.

Cutting: Wagons, horses, potatoes; butchers' knives and choppers; stove, sauce pans; counter and pies.

Clay: Basket, vegetables, bread, pies, cake.

Several children brought tops and suggested that we make clay tops, which we did.

We spent some of our recess time in learning to spin tops. The children always think it wonderful that the kindergartner can spin a top; she is always greeted with the remark, "Ladies can't spin tops!"

SECOND WEEK.

Morning Talk.—Going away and returning of fathers who work in the shops; also of other members of the family, children to school, parents and children visiting; going to bed, awakening in the morning, going and coming of moon and stars, of sun; gladness for the new day, dressing in the morning, no "dawdling!" evening hymn and prayer, care of clothing at undressing, night clothes, good night song; lullaby.

Nature Material.—Same.

Stories.—What the Moon Saw; Slow Little Mud Turtle or Dilly-Dally.

Songs.—Rocking Baby (Small Songs for Small Singers); Awakening Song (Song Stories for the Kindergarten); Land of Nod (sing to the children, Songs of the Child's World); Lovely Morn (Song Stories for the Kindergarten).

Games.—Dramatize Morning Talk and Mother Goose; children's spring games; ball games.

Pictures.—Rocking Baby; Awakening Song; Returning from Work; The Family at Supper; Returning from School; The Moon and Stars.

Rhythms.—Rocking Baby.

Mother Goose.—To market, to market, to buy a fat pig.

Sand.—Same as last week.

Gifts.—Building: father's shop; cars in which he rides; school, tables and chairs, beds and bedroom furniture. Seeds: Illustrate story, What the Moon Saw.

Occupations.—Drawing, father's hat, coat, brush, tables, chairs, etc. Illustrative of Morning Talk.

Folding: Table, bed, bureau, window and shutters, pasting white paper with cord in it for shade.

Weaving: Blanket for bed.

Cutting: Trees, table cloth with fringe (paste on table folded), bedroom furniture (mount in shutter fold for bedroom); houses and lamp post of black paper mounted.

Painting: Blue wash for sky; paste moon and stars; tables, beds, bureaus (folded).

Pasting: Pictures into book for child's birthday.

Tearing: Trees.

Sewing (overhand stitch): Bed spread.

Because of the blizzard the program was not carried out on Thursday and Friday. Only twelve children were present. We built snow forts and made sleds. Brought a pan of snow into the room, saw the snow stars, melted it on the heater, put it on outside window sill, let it freeze, then slid cubes and bricks over it.

THIRD WEEK.

Morning Talk.—Change in weather; the wind; what the wind does for the children; flies kites and balloons, sails their toy boats, dries their clothes. Other things it does: blows the dust and leaves, waves the flags, turns the weather vane and windmill, blows off hats, weather vanes on houses opposite the school.

Nature Material.—Walk on Convent Hill; watch work of wind from windows.

Stories.—Merry War Between Jack Frost and the Sunbeams (Rev. Vol. 18); A Wind Story (Kgn. Mag., Vol. 17); Jan and His Kite (Lindsay); The Windmill (Kgn. Rev., Vol. 9).

Songs.—Three Funny Old Men (Small Songs for Small Singers); Wind Song (Song Stories for the Kindergarten).

Games.—Flying kites, balloons; spinning tops; ball games.

Pictures.—The Wind at Work; Sail Boats; The Windmill; The Weather vane.

Rhythms.—Waving trees, flags.

Finger Play.—Weather vane. (Blow.)

Gifts.—Building: objects mentioned in the stories; peg boards, sticks, cord representing clotheslines, white paper clothes.

Seeds: Kites, balloons, flags, pin-wheels, boats, weather vane.

Second gift: weather vane.

Occupations.—Drawing: Illustrative of Morning Talk; balloons (drill on curved lines); clothes, poles and lines (drill on straight lines); folding sail boats, pin-wheels, windmill, kites. Painting: Balloons, kites, water (mount boats), barn with weather vane.

Cutting: House with flag, clothes on line.

Sewing (running stitch): Hem handkerchiefs.

Pasting: Birthday books for two children.

FOURTH WEEK.

Morning Talk.—Signs of Spring (1), the circus come to town; the performing animals; lead to thought of higher use of animals, as care of sheep by collie, work of horses, elephants in war and carrying logs, etc.; animals at the Zoo.

Nature Material.—Branches of different kinds placed in water; watch birds.

Stories.—To illustrate higher use of the animals.

Songs.—The Circus Parade (Small Songs for Small Singers); The Dromedary Man (Small Songs for Small Children), sing to the children); Guess (Small Songs for Small Singers).

Games.—Imitate animals; horses jumping over fences; children walking up and down incline; toss ball thru hoop; children run thru hoop and jump thru.

Pictures.—Animals.

Rhythms.—Circus horses.

Sand.—Zoo at Central Park.

Gifts.—Building: Dog kennels (toy dogs from our cabinet); acorn cup or tablets for bowls and meat plates; ring for performing animals; stables; cages; hurdles.

Seeds: Animals.

Occupations.—Drawing: Illustrative of Morning Talk, dog kennel, etc.; animals.

Cutting: Kennel, dog (outlined and free), horses, elephants.

Pasting: Cutting work into scrap books: make horse reins (chain stitch).

Sewing: Fancy cover for camel.

Folding: Stable and cages.

Clay: Animals.

Painting: Free.

This subject is used because the children were full of circus talk! They had seen the posters on the fences and had been to the circus on the previous Saturday and had brought to kindergarten their performing clowns and similar toys. The hoop was a very large one, brought by one of the children, and the play with it was somewhat similar to "high water, low water" with the jump rope. It is perfectly safe; cultivates carefulness and judgment; it is held by the kindergartners and raised only a few inches from the floor.

TWINING THE WREATH.

GERMAN.

A pretty wreath we're twining, As round and round the ring we go.
Our wreath we're now untwin-ing, As round and round the ring we go.

Oh! Al-fred, help us wind it, And turn a-round just so.
Oh! Al-fred, help un-wind it, And turn a-round just so.

The children all join hands and begin winding in a circle, the leader finally passing under the arms of the last two children. As the chain passes thru, the next but last child is turned outward. This is repeated until all face out (face the sun). The chain is reversed to the singing of the second verse. Instead of twining the children sometimes like to jump and turn when called. The games symbolize the earth turning to the sun.

Art Work in the Kindergarten and Primary Grades

ROBERT DULK

EASTER, since it ranks next to Christmas in importance as a season of joyfulness, demands equal attention in its celebration. Then, too, it marks the turning point of the seasons; the blossoms begin to show themselves, the birds that migrated last fall are returning, and all nature rejoices at the return of spring. Let us infuse this feeling of rejuvenation to the fullest extent into the schoolroom thru the means of plant life and suggestive drawing on the blackboard.



ILLUSTRATION 1.

To the swallows belongs the place of honor this month. (Illustration I.) These graceful little birds always lend themselves admirably to decorative treatment. If the reader will study the illustration from left to right the method of procedure will readily be seen: the first bird merely shows the outline, the second has the detail laid in with chalk, the third has a few strokes of the charcoal, while the fourth one represents the swallow completely drawn. In drawing this group care should be taken to have the smaller birds somewhat subdued; that is, have them less prominent than the large ones, this will give the appearance of distance and adds variety to the arrangement. This subject

will be particularly effective if the upper third of the blackboard be grayed with a full piece of chalk held flat; then take a piece of light-blue chalk and rub this over the gray tone, which will give a fair imitation of the sky and an excellent ground upon which to draw the swallows.

In Illustration II we have sprigs of pussy willow, a group of chicks and a spray of narcissus. Begin the first of this group by laying in a flat even tone of gray, then lightly indicate the stems; the fluffy effect of the blossoms can be had by rubbing the finger over the parts; aim for variety by having some a gray tone while others are quite white; now put in some of the crisp touches and the dark line on the stems with charcoal. See sketches on margin. The chicks are best drawn as indicated on the left of illustration; in the shading use the C stroke; so, too, for the wings. Here also the finger rubbed into the chalk will help to get that downy effect. Colored chalk can here be used to good advantage, the chicks to be yellow, the ground should have a rubbing of brown and the grass indicated with yellow and green. The third of this group, the narcissus arrangement, might serve to decorate an Easter quotation or a calendar. Sketch in the general arrangement faintly, then with a small



ILLUSTRATION 2.

piece of chalk held flat put in the petals, after which touch in a little charcoal as shown in the illustration.

The calendar design for this month has the Easter lily for a motif. Having squared off the space, proceed in the same manner as indicated for the narcissus. In Illustration IV we have something that will lend itself to a variety of uses and appeal very strongly to the children. Place at the upper portion of the board, six or eight in a row, supporting a space to contain an Easter hymn, or again, one or two might serve to decorate a calendar; a border effect with this subject could be had with pleasing results. To facilitate the drawing of bunny and to get them all of a uniform size it might be well to make a cut-out from stiff paper; in this manner any number can be quickly drawn by scribing around the cut-out with a pointed chalk. After the outlines have been drawn, take a half piece of chalk and with the C stroke begin at the ears and work down. Lastly, put in the crisp touches at the nose, eyes and mouth, and with the charcoal touch in the eyes.



ILLUSTRATION 3.

Speaking of cut-outs, it might be well for the young teacher to adopt this method in drawing the group of swallows, also the chicks, but care should be taken not to become a slave to this mode of working, but rather use it as a stepping stone in training the hand for free work, which is the aim of these articles.



ILLUSTRATION 4.

Report of President* of Golden Gate Kindergarten Association, San Francisco, Cal.

(Read at the Annual Meeting of G. G. K. A., Jan. 21, 1907.)

Of the twenty kindergartens mentioned in the last annual report, all but four were wiped out by the fire of April 18-21, their equipment lost and the neighborhoods in which they were situated entirely destroyed. The children were scattered no one knew where, and no one knew where the families to which they belonged would settle again. The rooms in which two other kindergartens outside the burned district were held were seized by the authorities for the accommodation of refugees, and later given up on account of an increase of rent beyond the power of a kindergarten treasury to meet.

With the workers in the Golden Gate Kindergarten Association, as with every one in San Francisco, there was an immediate reaction from the shock, and from the depression following their heavy losses. A meeting was held on May 11th, and it was decided to begin immediately the work of re-establishing the kindergartens of the association, beginning in the refugee camps, where the most destitute were congregated, and where there was the greatest need of humanizing influences, and continuing the work as rapidly as neighborhoods became settled again and as far as funds would permit.

The first kindergarten established was in the Tennessee Hollow of the Presidio reservation in a kitchen barracks, which the military authorities allowed for the purpose on May 17th. The second was in the recreation grounds of the Golden Gate Park, in a tent loaned by the Mount Tamaulipas Scenic Railway Company, and this on account of its beautiful surroundings was the most attractive of the camp kindergartens. There were also vacation schools under public school supervision, and there was a very pleasant working together of primary school and kindergarten, no vacation being taken in this or any of the kindergartens conducted by the association. This camp was a large one, composed for the most part of Jewish children, amongst whom the kindergartner recognized many

*Miss Virginia Fitch.

from her former class, and the attendance was well maintained until the camp moved on November 16th to the cottages at the Boulevard on Thirteenth avenue, the kindergartner following immediately and gathering together the same children in the lower story of a little cottage in the neighborhood.

In the neighborhood of the old Hearst kindergarten a class has really flourished under varying kinds of adversity since June 18th. It was here that the beautiful Hearst building had housed the kindergartens supported by Mrs. Phœbe A. Hearst, the normal class and the association headquarters. This neighborhood was completely destroyed by the fire, and the building with its perfect equipment, the Normal School Library and the records of the association, since its organization in 1879, went with the rest. But the Latin people, who were the residents of this district, gave proof of the frugality for which they have the reputation, by moving back to their old home sites, erecting shacks and tenement houses until already this portion of San Francisco begins to look like the old Latin quarter once more. The first home of the new Hearst kindergarten was in a tent in the Washington Square camp, where the returning population was first sheltered, and in this tent, in a neighboring store and in a camp cottage the kindergarten has been carried on while a temporary house is being built upon the old site. This building is now completed and the children can at last be comfortably housed.

On June 25th a class was opened in Labor Square, where the Italians, Spanish, Mexicans and Porto Ricans were congregated. This class was established in an unused barracks dining-room by permission of the Relief Committee, and is still in the same quarters. For a short period a class was maintained in Camp I of the Presido and moved with the camp on July 16 to Harbor View. When the last-mentioned camp was closed on November 16, many of the families moved from there to the cottages of Lobos Square, and the little children of these families were immediately taken into the kindergarten there. At the Speedway in Golden Gate Park, where the indigent and sick were housed, a small but very satisfactory class has been carried on since July 16, supported from the fund sent by the Portland Relief, and at the Potrero (site of Union Iron Works, a large manufacturing district) another tent kindergarten was maintained from July to Thanksgiving time.

This gives in brief the story of the camp kindergartens during

the summer and winter. Of the two kindergartens that were not destroyed, the one on Twenty-fourth and Douglas streets was opened on June 4, and that on Twenty-fourth and Mission at the opening of the public schools after the summer vacation with full attendance. With the oncoming of the rainy season and the moving of the camps into winter quarters, a systematic search was made for neighborhoods in which the burned-out people had settled themselves. One of these neighborhoods was found on the edge of the burned district of Octavia, near Union, and a class opened in a small hall, which, while far from satisfactory judged by the standard of normal times, seemed quite luxurious after the rough accommodations of the camps. Out in the Mission road, near China avenue, quite a new settlement was found, and here, on the edge of the city, another class was opened, also in a small hall, this one being used at night by an Italian fraternal order. This neighborhood, while new, is a growing one, and is a promising field for a kindergarten. On the San Bruno road, in a neighborhood that is similar to the latter in that it is on the extreme border of the city, and one that has been populated since the fire, a class will probably be opened in the very near future, and three other localities are now being canvassed with the intention of placing kindergartens in them if any kind of suitable housing can be procured, either by renting or by erecting temporary buildings with the money contributed by the relief fund.

In the list of permanent kindergartens must be mentioned one maintained in the gymnasium of the San Francisco Settlement Association since its opening in September, this co-operation being very gratifying to the two associations. It is hoped that a similar class will be opened in the Nurses' Settlement in the Poturo district about March 1.

This prompt movement in re-establishing kindergartens in spite of the heavy loss of income and the almost total loss of a large and valuable equipment has been made possible by the use of the permanent fund held for the support of the Stanford Kindergartens by a board of trustees by the continuance of the regular monthly subscription from Mrs. Phoebe A. Hearst for the support of the Hearst Kindergartens; by the use of the Pope legacy, by a gift of \$5,000 from the San Francisco Rehabilitation Committee of the Relief and Red Cross Funds and by a gift of \$1,000 which came as a surprise from the Portland Relief. Kindergartners in other cities have con-

tributed their share toward the restoration of the work of the Golden Gate Association, especial thanks being due to Miss Abby Nichols, of the Reno Public Kindergarten; to the Santa Barbara Kindergartners, to Miss Flora van den Bergh, of San Francisco; Mrs. T. L. Manson, Sr., of Cambridge, and Miss Lucy H. Symonds, of Boston, and Mrs. L. A. Truesdell, of Milwaukee. Through the courtesy of President Benj. Ide Wheeler, of the University of California, the burned-out teachers of this Association were included in the distribution of the Boston teachers' fund to the teachers of San Francisco, and through the courtesy of Mr. Joseph N. Teal, of the Portland Relief, they were also included in the distribution of the Portland fund.

From first to last the work has been intensely interesting and intensely arduous, calling out the enthusiasm which is associated with a pioneer movement and the desire to restore, to make live again, that has been so strong in San Francisco since the fire. It has meant hardship for the kindergartners, and has required energy, adaptability and resourcefulness far beyond that which is called for in the more perfect work of a regularly organized kindergarten. There is still a great deal to be done in the way of establishing new work and bringing to a higher standard work that has been hastily established, and while the kindergartens of this Association now number ten, as contrasted with twenty "before the fire," there is reasonableness in the hope of a complete restoration of the Golden Gate Kindergartens.



From the Editor's Desk

TO THOSE POSSESSING ANY ORIGINAL FROEBELIAN MATERIAL

The exhibit of kindergarten material to be held at the approaching I. K. U. Convention differs from previous exhibits in that it will represent not only the work of modern training schools and kindergartens, but will show actual examples of the gifts and occupations used in the early days of the new experiment. Such an exhibit cannot fail to be of profound interest and value to all educators whether they be kindergartners or university graduates; indeed, to all who appreciate the opportunity to study the evolution of an important movement.

Another point of interest is that the exhibit will be in the Museum of Natural History. Only a few steps need be taken to see specimens of the handwork of primitive man, and thus study as never before the relationship of Froebel's definitely planned educational occupations with the handwork evolved by man in the course of long ages.

For this exhibit many people who have knowledge of the earlier lines of work have responded with gratifying good-will. England, Germany and other continental countries have promised to send examples of work which will be of chronological and historic value.

The committee request that any persons having information in their possession concerning the earlier lines of work or any examples of original kindergarten material which may have been brought to this country, whether handwork or gifts, will please communicate *promptly* with the chairman.

MRS. MARION B. B. LANGZETTEL,
414 West 118th Street, New York City.

Miss Hortense May Orcutt, who writes the very delightful article upon the early history of the kindergarten in New York City in this issue of the KINDERGARTEN MAGAZINE, is president of the Association of Public Kindergartners of Manhattan, the Bronx and Richmond. She is a graduate of the Ethical Culture School, and is now teaching in the afternoon class in Public School No. 1, Manhattan. Miss Orcutt spoke recently in Boston at the Social Science Congress on "The Training of the Emigrant Child."

From a letter to the Editor from Dr. Merrill we quote the following paragraphs giving interesting data about the kindergarten room pictured on another page :

I am also able to send the photograph of the room in the Training Department of the Normal College in which I organized the first public kindergarten in September, 1877. This kindergarten has never been closed since that time, but has been held continuously in this room for thirty years.

Of the four kindergartners who have had charge of it, mention is made in Miss Orcutt's article. The Training Class was organized by Miss Marie B. Coles in 1891. Miss Coles is still in charge with Miss Elise Morris Underhill as assistant in both training class and model kindergarten. The training class is under the general direction of the department of pedagogy of the Normal College. Sixty-one graduates of this Normal College Kindergarten Training Class are now engaged in our public kindergartens.

The photograph was taken on February 11, 1907, the day before Lincoln's birthday. The children have just finished building a log cabin.

Very truly yours,

JENNY B. MERRILL,

Director of Kindergartens, Manhattan, the Bronx and Richmond.

There are now three public kindergarten training classes in New York City, besides the one at the Normal College. One of these is in the New York Training School for Teachers, One-Hundred-and-Nineteenth street and Second avenue, Miss M. Blanche Bosworth in charge; one in the Brooklyn Training School, Miss Ruth Tappan in charge, and one in the Jamaica (L. I.) Normal School, in charge of Miss Ada E. Tompkins. All of these city training classes are taught not only by the kindergarten training teachers but also by several other members of the faculty, such as the teachers in psychology, history of education, science, art, English, etc.

The Jamaica Normal School above mentioned was until recently a State Normal School, but has been bought by the city of New York, and is now city property.

Since this number of the *Elementary School Teacher* was issued word has come of the loss to the educational world by death of the able editor, Wilbur S. Jackman, who succeeded Colonel Parker as

head of the School of Education. It seems eminently fitting that the last editorial from his pen should have dealt, not alone with subject matter relating to the school, with which he has been so long identified, but should offer a solution to the question of school administration now agitating the large city of which he was a citizen. His interests were not limited by any small boundary line. And in this present situation he saw with clear vision that new conditions must bring new problems and that new problems must require a rearrangement of conditions. In conjunction with these last wise words can be read in the same journal the plan for official advisory organization of the teaching force of Chicago, submitted to the School Management Committee of Chicago by the sub-committee of which Cornelia D. De Bey, M.D., was chairman.

The Board of Education of New York, thru its choice of playground representatives, expresses its belief in the importance of personality and power of leadership in those to whom it entrusts the children. Accordingly we find the requirements of playground directors thus generally stated in the supervisor's report:

"The training now required for a successful worker is in its way as severe as that experienced in any normal class. There must be recognized ability to keep children of different races, ages and temperaments interested, disciplined and happy; a genius for inventing games and fresh diversions, besides the power to hold one's self under perfect control."

The superintendent is always a specialist in some department. In times past free play was largely the order of the day, but now there is a time schedule, and a stated program of work or play for every period; quiet play, circle games, stories, etc., each have their time and place. This certainly economizes every moment of the time for both teacher and children. There are those who think that there is such a thing as oversystematizing, and that moments of absolute freedom might be well for all concerned; but on the other hand if the play is directed in the right spirit, and there is no excess of the arbitrary "you must," possibly a strict supervision may be necessary in a city where it is highly desirable to counteract the too free atmosphere of the street and home. It is important, however, in a democracy, that there should be continual practice in self-directed activities on the part of the growing human being.

We read in an exchange:

"For a number of years past, Superintendents Buell of Janesville, Converse of Beloit, and Dudgeon of Madison, have met for the purpose of conferring upon city school problems. Last year they had under consideration the matter of helping the individual teacher."

This is an encouraging bit of news. When a few gather together to talk over their special perplexities with earnestness and sense of professional responsibility, we may expect great good to result. Many such little groups should impart much vitality to the school system of a state.

The Lenox Avenue Unitarian Church, Merle St. Croix Wright, pastor, so plans its Sunday-school hours that immediately after the services the children enter the church and remain for a short time, taking part in the opening services and then quietly leaving, marching out after the first hymn. Thus a tie is made between church and Sunday-school, and early and ineffaceable impressions are made.

Mrs. Mary Boomer Page, of the Chicago Kindergarten Institute, announces a summer tour abroad in connection with the Bureau of University Travel. It includes a visit to England, the Continent, Sicily and Greece, with university professors, specialists, to give delightful lectures upon art and history. Kindergartners will be interested to know that Eisenach and Blankenburg are included in the tour.

Miss Jenny Hunter, with her training-school students, gave a series of kindergarten games at the Normal College, New York, in February, under the auspices of the Kindergarten Union of New York and vicinity.

Miss Harriette M. Mills gave a series of lectures on program work at the Bridgeport (Conn.) Normal School early in February.

Latest word from the N. E. A. authorities informs us that the fiftieth anniversary meeting which it was planned to hold in Philadelphia this year will meet instead in Los Angeles.

There has been a recent meeting in London of the Interparliamentary Committee that represents the peace thought of the civilized countries. Apropos of this significant meeting we quote from the Advisory Board of the Jamestown Exposition:

This Exposition is to open the first of May. At that very time the representatives of all the nations of the world will probably be assembling at The Hague for the second great International Peace Conference; and the period of that august assembly's deliberations in behalf of the world's rational organization and permanent peace will be precisely coincident with the period of the military and naval excesses planned by Americans for Hampton Roads. The nations are summoned to the Old World to join in moving upward and onward, as they are invited to the New World to join in moving backward and downward. It is an awful contrast,—and to the great body of those in the republic who revere the memory and cherish the aspirations of its founders its fulfilment would be the crowning humiliation. We appeal to all those in any way responsibly associated with the coming Exposition who feel the meaning of the word America, and who divine the significance of the international hour which is now striking, to unite in an effort to avert this humiliation from the republic; and in this effort we believe that they will have the support of everything that is enlightened, faithful, and sound in American public sentiment.

The well-known kindergarten supply firm of Thomas W. Charles Co. has removed from 260 Wabash avenue, Chicago, to 80-82 Wabash avenue, where, we understand, they will be glad to see old friends.

Notice to I. K. U. Branches

Will all affiliated branches of the I. K. U. kindly send to the Chairman of the Committee on Necrology the names of any members who may have passed away since the last convention?

Address, MISS BERTHA JOHNSTON,
Chairman Committee on Necrology, I. K. U.,
59 West Ninety-sixth St., New York City.

Kindergarten Notes

The Chicago Kindergarten Institute has added to its faculty: Prof. Geo. H. Mead, Philosophy of Education, of the University of Chicago; Prof. Earle Barnes, History of Education, Educational Sociology, lecturer for the American Society of University Extension; Frances Judson, Nature Work, Special Student at Clark University; Prof. Angell, Child Study.

The special features emphasized are the scientific training of students art and scientific child-study.

Miss Florence Barr of Pratt Institute, has been conducting for the past six months a work that is unique of its kind. Last May a village settlement house was opened in a small New Jersey town. This house, a small tenement, was renovated, furnished simply, and was taken possession of by Miss Barr and her family. The work began with a kindergarten; classes for older children were added, and these, with a village library, have helped to draw the people together. A garden, planted and cared for by the children, has been, perhaps the most interesting and successful feature of the work. Miss Barr's efforts have been supplemented and strengthened by her cousin, Mrs. Baillard, whose life with her child and family has been a great help in bringing about sympathetic relations with the neighborhood.

The program of the Savannah Kindergarten Club for 1906-7 runs as follows:

General Subject.—History of Education.

November.—Chairman, Rita Falk. Oriental Education, Louise Broughton; Classical Education, Clifford West; Comparison of Oriental and Classical Religions, Clara Vaughan.

December.—Chairman, Ophelia Park. Early Christian Education, Laurie Hills; Later Christian Education, Virginia Anderson; Charlemagne, Rita Falk.

January.—Chairman, Claribel Spring. Conditions at Time of Comenius, Agnes Rourke; Comenius Belle Daniel; Good and Bad Points in Comenius' Pedagogy, Martha Sasnett.

February.—Chairman, Martha Sasnett. Conditions at Time of Rousseau, Clara V. Hinson; Rousseau, Jessie Anderson; Emile, Claribel Spring.

March.—Chairman, Carol Oppenheimer. Conditions of the Eighteenth Century, Theresa Getz; Pestalozzi, Martha G. Waring; Leonard and Gertrude, Ophelia Park.

April.—Chairman, Clifford West. Froebel, His Life and Works, Phoebe Elliott; His Educational Principles, Susan Speed; Mother Play, Carol Oppenheimer.

The November meeting of the Chicago Kindergarten Club was in charge of Miss Mary L. Sheldon. The topic was the nature Study Movement. One kindergartner told of keeping two crickets which made music in the kindergarten, being kept in a flower-pot over which was placed a lantern globe. In other flower-pots the children grow wheat for them to pasture in. Beautiful chains made of berries, seeds, twigs of fir-trees, etc., were exhibited.

At the November meeting of the Brooklyn Kindergarten Union Mrs. Tunis Bergen, president of the Brooklyn Free Kindergarten Society, spoke on "The Social Service for Children and the Children's Court." Miss Jane Campbell of the Passaic Public Library, spoke on "Library Work Among Our Foreign-born Citizens."

CORRECTION.—In our recent book list we did not credit correctly the authorship of "Wonder Stories from the Gospels." It is written by Frederica Beard.

The Letter Box

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST:

You ask what I think the most important questions of interest just now. In training the young ladies I have found such common inability to think for themselves among those who have just left High School! I have found several times that those who had not finished High School work but had studied by themselves could think better, and make their own observations.

Then most of the young ladies who have recently graduated from High School in our city whom I have had with me, were on the verge of nervous prostration or had been there.

Another very noticeable point was the inability to express themselves well in good, plain English.

In the work with the ladies, my co-workers in the Association, during these years I found the following needs very prominent: Ability to think along one line for a length of time. Ability to look at a thing from *all* sides. Business ability. Knowledge of contracts, business habits, clearness, directness. Ability to see the ultimate as well as the immediate good. Ability to systematize, to see the important things first. Ability to put themselves into the place of somebody else.

In the work with the children I think that for all the child study, etc., the main need is still that the kindergartner have knowledge of the needs of *those very children with her*. Let them be natural, and *meet their needs*, and live with them.

I think there is (I hope I am mistaken) too great a tendency to substitute work (constructive—making things, as the children call it) for play. I think that this has been caused to some extent by the criticism of the gifts and by large numbers of children.

In all my visiting, in the course of years, I have come across *very* little really good play with the gifts outside of free play. When it was directed it was over directed. The free play showed the lack of the other. All thru I think there is a need of more play spirit on part of the children, and mother spirit on that of the kindergartner.

Another thing I have observed is how many kindergartners have an atmosphere of strained play spirit about them, instead of quiet, balanced poise and common sense.

It is along the line of playing the naughty child when kindergartners come together.

Now I ought to write a number of positive things, but I will only say that I am deeply grateful for all the kind helpfulness, the earnestness of purpose and self-sacrificing good will I have come across in these years in Association workers, kindergarten directors and students.

Cordially yours,

HERTHA PETERSEN.

Davenport, Iowa.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

I desire to offer a suggestion in the way of a Round Table in order that those kindgartners who have not the opportunity of personal contact with others of the same profession at all times, as in large cities where the kindergarten is a common thing, may have the opportunity to exchange ideas or ask advice.

Very truly yours,

SYLVIA ZIEBACH.

Pottsville, Pa.

TO THE EDITOR OF THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL
DIGEST:

As I have been a subscriber of THE KINDERGARTEN MAGAZINE since it was started, some years ago, I naturally feel interested in its growth.

From the prospectus given, I think it is going to meet the present demands of the kindergarten, which to me are the underlying principles of the kindergarten as applied, and not so much of the *stated* program work.

On the Pacific Coast we need the inspiration which you have to give us.

Cordially,

ELIZABETH K. MATTHEWS.

St. Helen's Hall, Portland, Ore.

**FOURTEENTH ANNUAL CONVENTION OF THE INTERNATIONAL KINDERGARTEN UNION, NEW YORK,
APRIL 29 TO MAY 3.**

OFFICERS.

President, Mrs. Ada Marean Hughes, Toronto, Canada.
First Vice-President, Miss Patty S. Hill, Teachers College, Columbia University.
Second Vice-President, Miss Alice O'Grady, Chicago Normal School.
Recording Secretary, Miss Mabel A. MacKinney, Cleveland, O.
Corresponding Secretary and Treasurer, Miss Stella L. Wood, 307 Ninth street, S., Minneapolis, Minn.
Auditor, Miss Mary C. Shute, Roxbury, Mass.

PRELIMINARY PROGRAM.

Tuesday, April 30—Training Teachers' Conference, Closed Session Teachers College.
Tuesday, 8 P. M.—Training Teachers' Conference, Open Session Teachers College.
Wednesday, May 30, 10 A. M.—Reports of Delegates, Teachers College.
Wednesday, 12 M.—Luncheon Teachers College.
Wednesday, 2.30 P. M.—Round Tables. Teachers College and DeWitt Clinton High School.
Wednesday, 8 P. M.—Lecture by Prof. Felix Adler, Carnegie Hall.
Thursday, A. M.—Free for visits to Kindergartens and Exhibits (latter in Natural History Museum).
Thursday, 2.30 P. M.—Round Tables. Teachers College and DeWitt Clinton High School.
Thursday Evening—Free.
Friday, A. M.—Business meeting. Election of Officers, etc.
Friday, 2.30 P. M.—Addresses by well-known citizens.
Friday Evening—Reception in Metropolitan Museum of Art.

OFFICERS OF THE LOCAL COMMITTEE

President, James E. Russell.
Vice-President, Mrs. Ada R. Locke.
Secretary, Miss Fanniebelle Curtis.
Treasurer, Miss Jenny Hunter.
The Murray Hill Hotel will be headquarters.
The name of Miss Mari Ruef Hofer replaces that of W. M. Neidlinger on Music Committee. See January number for full lists of officers and Committees.

Book Notes

LADY HOLYHOCK AND HER FRIENDS. By Margaret Coulson Walker. More than threescore illustrations of dolls made from flowers, vegetables, nuts, gourds, burrs, corn husks, clothespins, etc., with suggestions for the making of them, and of their clothes. This is the kind of book which helps the child to see the possibilities in the things right at hand and stimulates his ingenuity and skill in construction. Many of the pictures are colored. Children and those who have the charge of children will alike be delighted to own this book. Published by the Baker & Taylor Co., New York. \$1.25.

KINDERGARTEN BIBLE STORIES, OLD TESTAMENT. By Laura Ella Cragin. The series of Old Testament stories which ran in *THE KINDERGARTEN MAGAZINE*, 1905-06, are now to be had in book form. Price, \$1.25, *net*. Published by Fleming H. Revell Company. There are those who think that the Old Testament stories are not suited to children of kindergarten age. However that may be, this is a collection that every teacher of young children should have for reference. Frequently our own point of view is different from Miss Cragin's, she often putting a literal construction upon and treating as actual fact what we would relegate to the realm of legend or myth. But the form of the stories is the result of practical work in the Sunday School. Whether history or legend Miss Cragin has a peculiar gift in bringing out the special lesson of a given story, and the teacher of discrimination will find much in the volume to help her. The stories are told in the book just as she told them in class, and therefore have a pleasant, familiar style which should be imitated in the spirit rather than the letter. It is illustrated by reproductions of famous paintings depicting Biblical events.

THE FAIRY RING. Edited by Kate Douglas Wiggin and Nora Archibald Smith. This is another charming volume edited by these well-known collaborators, and forming a companion volume to *Golden Numbers* and the *Posy Ring*. There are some introductory verses by Miss Smith picturing the familiar fairy tale heroes dancing in the fairy ring.

"But hark: the cock begins to crow
The darkness turns to day, and, look:
The fairy dancers whirl within
The crimson covers of this book."

Mrs. Wiggin contributes the introduction, which is itself a charming prose-poem that the children cannot afford to skip. The collection is a representative one, including tales from the Scandinavian folklore, and the Hindoo, from France, Germany and Eng-

land. In such a collection it is instructive and interesting to note the respects in which different stories from remote countries resemble each other, and at the same time to mark those characteristics which mark all the tales derived from the same race; characteristics depending upon the native disposition and temperament, such as distinguish the Celtic from the Romantic peoples, and those due to special customs and environment. We could wish that the source had been given in each case. Bound in crimson, with decorations in gold, the volume is a beautiful one without being so sumptuous but that we can call it

"Not too bright and good
For human nature's daily food."

Published by McClure, Phillips & Co., New York. \$1.50.

THE CLOAK ROOM THIEF and Other Stories About Schools. By C. W. Bardeen. These six stories have already appeared in the *School Bulletin*, of which Mr. Bardeen is editor. Two are in dialog form. Each one has a message for teacher or superintendent, and each indicates experience and insight on the part of the writer "Hopelessly Heartless" will help many a morbid, self-depreciating teacher to a more wholesome estimate of self and others. "The Bogus Twenties" leads up cleverly to an unexpected climax. All convey a warning against hasty judgments and unreasonable prejudices. There is the element of surprise in each one. One story, "Miss Hoyt," is omitted from the contents. Published by C. W. Bardeen, Syracuse, N. Y.

ELEMENTARY WOODWORK FOR USE IN MANUAL-TRAINING CLASSES. This is a little but handy volume replete with detailed suggestions for the proper care and correct handling of tools. It is by Frank Henry Selden, supervisor of woodwork and pattern-making, University of Chicago. There are more than two hundred illustrations to indicate the best position of body and hands, and the holding of the many various tools used by the woodworker. The directions are detailed, explicit and at the same time concise. Part I. gives 27 elementary lessons; Part II. gives 15 supplementary lessons, and Part III. describes the proper use of tools and materials. The arrangement has been made with care to insure gradual progress built upon thoroughness and fidelity in the preceding steps. It is a good book for both teacher and pupil to own and study. Rand & McNally, Chicago.

KNIGHTS OF THE SILVER SHIELD. By Raymond Macdonald Alden. Mr. Alden's name will be recognized by innumerable kindergartners as that of the author of the favorite little Christmas tale of "Why the Chimes Rang," which first appeared in the KINDERGAR-

TEN MAGAZINE. The volume just published contains not quite a round dozen of equally beautiful stories, most of them being even more suitable for children of kindergarten age than the one already so well known. The first one, which gives its name to the volume, is a fine new knight story. "The Boy Who Discovered the Spring" will renew one's appreciation of all the joy of the springtime. In "The Boy Who Went Out of the World" we find a quiet humor that is delightful. The Boy's brief visit to other stars where it takes from five hundred to six hundred days to bring around one's birthday again, quite reconciles him to returning to earth. "The Palace Made by Music" illustrates what beauty and harmony may be brought into the world when men learn to co-operate as do the musicians in the orchestra. "The Great Walled Country," a Christmas story long out of print, is included here. Another story tells how the forest full of fear became the forest full of friends. The children will enjoy these stories because of the dramatic pictures and incidents and the simple yet forceful manner of the telling. Adults will find a deeper meaning in each little tale. The full-page illustrations by Katherine Hayward Greenland enter fully into the spirit of the author. The print is large and clear, margins broad. Altogether the book is a very handsome one. Bobbs-Merrill Company, Indianapolis. \$1.25, postage 14 cents.

THE ELEMENTARY SCHOOL TEACHER for February contains an exceedingly valuable article by Lotta A. Clark, of Charlestown, Mass., upon "Group Work in the High School." We recommend it to the consideration of all high-school teachers. She describes the results that followed the experiment of a new and original method of conducting the recitation, or rather of letting the children conduct it. It is a revelation of the self-activity, interest and enthusiasm aroused and the hard work accomplished. To the teacher's surprise she gained two weeks' time by a plan which most people would have thought would have lost time.

THE CHAUTAUQUAN for February, along with many delightful Shakespeare reminiscences, contains a Lincoln story, "The Lincoln Mark," which gives a vivid idea of what the Civil War meant in terrible suffering to the cotton spinners of English towns, and of the high reverence in which Lincoln's name is held.

The N. E. A. Convention

The National Educational Association will hold its fiftieth convention in Los Angeles, Cal., in July. The Editorial Committee of the Magazine are organizing a party to attend this convention, and insure, at a minimum of expense, the greatest benefits to be derived from a trip of this kind.

An individual, or a party of three or four, taking advantage of the excursion rates, with the hope of seeing California and the West, are pretty sure to be disappointed. The West is too big to be satisfactorily seen from the windows of any one line of railroad, and small parties traveling on special tickets are not offered a very great variety. But, with the party we are organizing, it will be very different. We intend to have our own special train of Pullman cars to take us to Los Angeles and return over whatever routes may best suit the party, making such stop-overs and side-trips as are wanted. In that way one may go out to California thru one section of the country and return in some entirely different way.

The convention opens on July 8, and it has been suggested that it would probably not be possible for many teachers to leave before the 2d or 3d. If this is true, it would not allow much leeway for stop-overs going West. However, all transcontinental trains have to stop for at least one hour in twenty-four to replenish their supplies. This stop is always made in some large city, and it would be a simple matter for us to have it extended into a half a day, thus allowing us to see considerable of the principal cities in the West.

The return trip is where we will do what we choose. It would probably be too hot to come back thru the South, altho there is much of interest in the Southern cities. But everyone wants to see what a year of Western energy has done for San Francisco, so it will probably be home thru the North. And the northern route is by no means poor in attractions, especially in summer. Of course, three of the principal of these attractions are the Yellowstone National Park, Salt Lake City and Denver, with Pike's Peak.

We will be able to spend all the time we wish in any one or

all three of these places, or we need go to none of them, just as the party chooses. Yosemite, the Big Trees, Portland and home thru the Canadian Rockies might be the choice. As we have indicated, there is no limit to the possibilities in such a trip. If you are thinking of going to Los Angeles, let us know what routes, stop-overs, side-trips, etc., you would like and your wishes will have full consideration. As soon as a route has been determined we shall find out just what the full cost to each individual, including railroad fares, sleepers and meals en route, hotels and meals in Los Angeles and all points of stop-over, and expenses of side-trips, and let you know. We will guarantee that everything will be first-class and thoroly satisfactory.

If you or any of your friends are going to the N. E. A. convention, write your plans to us and we can probably assist you. There will be nothing binding you in so doing. Our only intention is to get the most out of the trip, and a large party can get concessions and inducements from the railroads that are impossible to the individual. Thus, we ask your co-operation for our mutual advantage. We already have a large number pledged, but we need about fifty more to be sure of a special train. While the party was primarily planned for those who can make New York City the starting point, there is no objection to persons east of Chicago and St. Louis joining en route at a pro-rata charge.

Those intending to go to Los Angeles for this convention will do well to communicate with us before making other arrangements. Address: The Editorial Committee, 59 West 96th street, New York, N. Y.

Pedagogical Digest Department

Digest of an Investigation into the Newsboy Problem in New York City*

ABOUT three years ago, after an investigation into the conditions of the newsboys in New York City, the State Legislature passed a bill regulating the news trade. By this bill boys under ten and girls under 16 were prohibited from selling papers under any circumstances, while boys over ten and under fourteen years of age were required to obtain a permit from the Board of Education, and could not sell later than 10 P. M.

After more than two years of experience the law passed was declared a failure as far as its enforcement was concerned, and the New York Child Labor Committee deemed it advisable to start a new and more thoro investigation of conditions.

Here are some of the results of the investigation carried on by the present writer under the auspices of the above-named committee:

The study covered about 2,195 cases, which were distributed as follows: 1,000 on the street; 295 in schools; 600 in reformatories; 200 in truant schools, and 100 in the homes.

THE SCHOOL.

The first element in a child's life which is apt to suffer thru irregularity of habits and work is his education. A boy's school life is always in closest relation with the life outside the school walls.

This fact was amply borne out by the study in school and on the street. Out of 220 boys who sold papers at the Brooklyn Bridge between July and August, 1906, 36 had less than one year of regular schooling, altho they were over ten years of age, 17 boys had less than two years, 46 less than three years and 49 were still at school more or less regularly. The rest of these 220 boys had been inmates of truant schools or reformatories.

Truancy among newsboys is the first step towards the dangers which menace the street-trading boy. Out of 223 boys questioned at the Truant School of Brooklyn (Jamaica) 71 per cent. had sold

*B. C. Aronvici, special investigator for the New York Child Labor Committee.

papers before their confinement and 87 per cent. of the 223 had been engaged in one of the several street trades open to boys.

The restlessness of the street, the never-ending desire for gain, excitement, new experiences, and the typical careless atmosphere of the street are reflected in the school work of the boys. The shrewd, bright-eyed, sharp-witted street lad is stupid and sleepy and tired in the classroom. By taking the standing of 295 newsboys, as compared with the non-working boy in the same classes, it was found that not only do the newsboys fall below the average in proficiency, but that they are usually older than their classmates. The same results were obtained from the study of attendance and conduct.

This is, however, not the only danger of the street trade. The newsboy is often responsible for many of the bad habits which suddenly appear in schools. The street is a breeder of vice and crime, and the young lads are only too eager to imitate those with whom they come in daily contact. The well and carefully brought up child is thrown together in the classroom with the newsboys who are daily exposed to the vilest, most contemptible, most health and soul-destroying vices of the street.

POVERTY A REASON FOR NEWSBOY SELLING.

When restrictions were put upon the newsboys many objections were made by would-be philanthropists, on the ground that poverty is the reason for newspaper selling.

To meet this objection we investigated the financial condition of 7,453 families, and found that only 116, or 25.6 per cent. were in actual need of the earnings of the boys. The cry of the philanthropist for the fatherless and motherless seemed to have been wasted, since only 19 of the 116 boys were actually orphans and all of them were over ten years of age.

The time limit of 10 P. M. put upon the news trade was investigated from the standpoint of the earnings according to age and number of hours during which the boys are actually selling papers. We were most astonished to find that the number of hours not only does not affect in the least the earnings, but in most cases the boys who remain out late into the night are often among those who earn the least. The statistical tables prepared by the writer bear out this fact more strongly, perhaps, than words. Lack of space, however, prevents the giving of statistics.

THE PHYSICAL DANGERS OF NEWSPAPER SELLING.

It is often alleged that newspaper selling does not affect the physical condition of the boys, but of 200 boys who had sold papers for 18 months 148 were found to suffer from at least one of a number of diseases. Of the 148 boys, 73 were suffering from chronic indigestion, 46 from throat trouble, and 48 were stunted in their physical growth. Some of the boys suffered from two or three ailments.

VICE AND CRIME.

The vices which the boys are apt to learn on the street are many. Drinking, smoking and gambling, and especially the last two, are almost universal among newsboys. The writer knows of scores of boys under ten who are inveterate cigarette smokers. Two boys of seven, and five of eight years of age who have come under my observation were such inveterate cigarette fiends that no amount of persuasion or kindness could influence them.

The sexual vices in their various forms find a ready field among the newsboys who are beyond the care of their parents and often sheltered by the night hiding-places of the street.

The possibilities of the life as described above give the newsboy preparation for graver and more dangerous degeneration. Crime is the last step in the way of the newsboy's career. The reformatories and prisons are full of recruits from among the ranks of the newsboys. An investigation among the boys in reformatories bears out the above statement beyond a doubt. At Hart's Island Reformatory 63 per cent. of the boys had sold newspapers before entering the institution. At the House of Refuge 30 per cent. among the boys under 12, and 70 per cent. among the boys over 12 years of age had been newsboys before their confinement.

After a five months' investigation the facts as briefly stated above lead the present writer to the belief that the street trades, and especially newspaper selling in New York City, are physically, mentally and morally injurious to the boys. The vices and crimes of the street threaten to infect the schools and endanger the healthy development of the children in our schools.

Let us hope that the Legislature this year will realize the responsibility which falls upon them in allowing vice and crime to circulate freely among the children who are to be the citizens of the next generation.

With wintry winds blowing and wintry snow falling it may seem just the least bit untimely to speak of playgrounds and vacation schools, but if there are any determined to introduce these accompaniments of modern civilization into their own city now is the time to gather data and to interview the City Fathers and the School Boards.

In addition we subjoin a few paragraphs which may serve as additional material for the propagandist.

Vacation Schools

The vacation school apparently comes to stay when once it has secured a footing in any city, tho sometimes school boards and boards of estimate and proportion have too little sense of proportion and relative values to appropriate to this use the funds they deserve. Then the philanthropist-citizen comes to the rescue.

DOES NEW YORK BELIEVE IN THE VACATION SCHOOL?

Twenty-three vacation schools accommodated 6,500 children for six weeks last summer, young college men voluntarily serving as responsible heads,—these under supervision of the Federation of Churches. The Board of Education maintains vacation schools also, in immediate connection with many of its schools and playgrounds. Eighteen in the Borough of Manhattan and a proportionate number in Brooklyn and Queens.

These vacation schools carry on the various kinds of handiwork which prove always so alluring to the children. Nature and art are so correlated with the handiwork that a new joy enters into the making of things. The work done in millinery and dressmaking results in several cases in girls finding employment in good establishments at the end of the season. In the carpentry work of the boys articles of use in the home are made, as step-ladders, clothes-racks, etc., besides fret sawing, leather and burnt wood work.

City excursions are a feature of this work also, teachers being employed, one to give class instruction in the morning, the other conducting an afternoon excursion to the scene of the morning's lecture.

The evening recreation centers have increased in numbers (30) and in new features added. They are found in the public school buildings, which are fast becoming the social centers they should be. Each center has its principal club director, gymnast, librarian and assistants. There are two departments in each: one for organized play; one for literary and social work. We read that: "The mere conducting of a simple business meeting, according to the book (Cushing's Manual), is one of the most potent factors in gaining respect for loyalty to the laws of the land."

HOW NEWARK, N. J., SHOWS HER FAITH.

We learn that: Newark claims to be the first city of this country that has maintained summer schools. Such schools were opened there in 1885, to combat the evil influences of the streets upon boys and girls that cannot go to the country or seashore. In these schools, as first established, were taught the regular branches of elementary education.

Later, the system was modified by the introduction of manual training and cooking. The good results were so potent that the Board of Education started cooking centers in the night and day schools. From this time on there was a steady increase in attendance at summer schools.

Nature study has been introduced, made practical and attractive by the fitting up of a nature room in each school. Here the pupils bring such speci-

mens of nature as children love to collect, and care for them personally under the supervision of their teachers.

In order to comply with the State law, a certain amount of time is given to the "Three R's."

OPINION IN MASSACHUSETTS.

Many cities in Massachusetts maintain vacation schools either under public or private jurisdiction. Some of these have had classes for half a day to help those children who for one reason or another are in danger of falling



NATURE STUDY IN NEWARK SCHOOL.

behind in class work. The importance of these schools to pedagogy may be gathered from the following quotation from the Massachusetts School Report:

"During the six or eight years in which these schools have been in operation the work has everywhere been experimental, and has shown great variety. In this has been much of its value. It has given to teachers freedom to study children and to adapt means to ends, which they do not have and perhaps cannot have in their regular school work. It also makes it possible to fit the work to the needs and possibilities of the locality, and thus to offer a pleasing diversity even within the limits of the same city. It is probably true that this experience of the vacation school may throw some light upon the perplexing problems of the other schools."

As judged from an annual report Mr. Arthur K. Whitcomb, Superintendent of Schools in Lowell, Mass., is an enthusiastic advocate of the vacation school and one who stimulates equal enthusiasm in those who co-operate with him. Here, as in other places, the introduction into the public school system of the vacation school has been preceded by experimental work upon

the part of private philanthropy. After a year or so of private initiative, to ascertain the extent of the demand for such a departure, circulars were sent to the public and parochial schools of the city asking for applications from boys and girls of a certain age, who wished to take manual training or cooking. A return of 300 applications resulted in the engagement of teachers and organization of classes. What a reflection it is upon the old-time curriculum made up entirely of book-learning to read: "Children would leave their play or games at any time to make things."

W. D. Small, Superintendent of Schools, Providence, R. I., writes to the editor:

"In cities where there are congested sections and where large numbers of children must remain out upon the streets because there are no playgrounds, municipal vacation schools and municipal playgrounds are a blessing and a civilizing influence.

"They should be maintained, in my opinion, apart from the public school system.

"Their aims and purposes should not be educational along the public school line so much as educational along the line of the open country, playgrounds and the country work that the country boy learns to do in his own home. Their value to my mind lies in giving healthy occupation to idle children at an age when they might otherwise turn to acts that will land them in the hands of the police.

"Vacation schools and playgrounds are the best preventive against juvenile criminal record that can possibly be devised."

In conjunction with the playground and vacation school question it is quite apropos to revert to that other urgent problem—the unnatural labor for wages of the little child. Knowledge of the one evil will increase interest in multiplying its opposite which makes for health, usefulness and happiness.

To cope intelligently with the problem it is of course necessary to understand what some people reply to the question:

WHY IS THERE ANY CHILD LABOR?

What are the pleas of those who insist on the need of child-labor? The parent says the child's wee wages are necessary to eke out the family earnings. This proves to be seldom the case. Many, many times it has been found that able-bodied men and women, finding their four or five children can earn together a goodly sum, will sit back and let their little ones support them. Or, it has been found, that *because of child-labor*, the adult's pay has been so reduced that he cannot make enough to maintain his family, hence the labor unions are often found opposed to the employment of the children. But since there are times when the withdrawing of the child's little earnings might work hardship in certain states, arrangements have been made whereby a dependent widow with little children is given a sufficient sum to maintain her and the children and permit her to

keep them in school, the theory being that the money thus spent will be more than returned to the state in the children that are saved to it. Better spend \$25 a month in keeping a family together, the children educated, their bodies strong and vigorous, than many times that amount in the future care of criminals or imbeciles. Money thus used is, of course, to be given only under most careful investigation and under wise supervision.

The employers' pleas for employing children is the pathetic cry of "must shut up shop," "close up the business," if we cannot employ the little ones. "Cannot stand competition," etc.

The article from the pen of Dr. Hall, quoted from the *Woman's Home Companion* in October, gives contrasting pictures of the childhood which is the right of every little one in a democracy and of the childhood years of one-sixth of the children in this republic. We will give here just a few of the reasons why this is a matter of such urgency that the entire nation should be aroused to its import, aside from any humanitarian grounds.

It has been proven by statistics that the body of the child under 14 years of age is unfitted for continuous, hard or mechanical labor in mill or factory, the air may be filled with flying lint, glass particles, invisible poisons, due to the nature of the thing made, or we read of:

A BOY WHO TIES GLASS STOPPERS ON BOTTLES.

He sits bent over his low stool for ten hours, and his task is three hundred dozen bottles a day. As a machine he is perfect, but the stooped shoulders and hollow chest, the bent back and flabby limbs, the sallow face and lusterless eye, and the quivering of every nerve in moments of rest, all combine to tell the story of the waste of a human life, for \$4.50 per week. He began this work at ten years of age.

Again:

The case of fourteen-year-old Lena Schwartz is typical of a great number of children whose condition is even worse than that of the average of the child laborers. During the busy season she "dips" candy five days in the week, from seven in the morning until nine at night, and on the other day from eight till nine, with thirty minutes for luncheon and fifteen minutes for supper. Her aggregate number of hours for the week during the busy season is seventy-eight and one-half. She has weak eyes, the result of previously working late into the night upon artificial flowers, and round shoulders and a hollow chest, largely due to the exhausting character of her present occupation.

And also:

At four-thirty or five o'clock every morning Etta Zimmerman starts out with her basket of bread, and continues at her work until there is just time enough left to eat a hurried breakfast and get to school by nine o'clock. At three-thirty o'clock she again starts on her rounds, and is busy until six. She is twelve years old, but is still in the primary department.

These few cases cited are typical of the many; it is for this reason the matter is so momentous a one.

Do we wonder if these children become dulled mentally by the long, fatiguing hours at loom or counter or bench? Read in the October number what Dr. Gulick says, in an entirely different connection about the effect of fatigue on the moral nature. The child thus used up when a child, when grown to man's years is still a child in mind, and less than a man in body. He or his children will probably become wards of the city or county institutions as tramp, consumptive, or imbecile. England's sad experience is the lesson we must heed. A terrible awakening came to her when at the time of the Boer War she found "that her physical vigor had been sapped. She had no material for soldiers." Used up, sucked dry, worn out in the mill and the factory.

We read again: "Scotch fathers sent their children to school, while the English parent reversed the law of nature and of Scripture by allowing the child to work for him. And now Scotland rules the destiny of the British Empire," in the persons of Sir Henry Campbell Bannerman, Mr. Balfour, Lord Elgin, Sir Robert Reed, John Burns.

The sixteenth annual meeting of the Consumers' League met in New York in February. U. S. Senator Beveridge was to have been the principal speaker, but telegraphed that the interests of his child-labor bill required his presence in Washington. This bill, it will be remembered, proposes that the common carriers such as the railroads be restrained by law from transporting from one state to another any goods manufactured or mined by a company employing child labor. Opposition has been voiced by those who think they see in this bill a menace to state sovereignty. We quote one paragraph from a letter written to the President of the League, Mrs. Frederick Nathan, by President Roosevelt apropos of this point. He says:

There is much outcry, chiefly, I think, from the beneficiaries of abuses, against interference by the National Government with work which should be done by the State governments. I would always rather have the local authorities themselves attend to any evil, and therefore I would rather have the State authorities work out such reforms when possible, but if the State authorities do not do as they should in matters of such vital importance to the whole nation as this of child labor, then there will be no choice but for the National Government to interfere.

I am striving to secure either final action, or else a full and thoro investigation of the matter by the authority of Congress at the present time. Sincerely yours,

THEODORE ROOSEVELT.

Others who spoke at this meeting are Mgr. Lavalley, Vicar-General of New York, as representative of Archbishop Farley; Mrs. Rose Pastor Stokes, Mrs. Charlotte Perkins Stetson Gilman and Mrs. Florence Kelly.

The Forward Movement in the South

While discussing educational correctives for industrial and social evils, attention must be called to the great work of the Summer School of the South, held at Knoxville, for the fifth season during the past summer. This school, with a body of 70 teachers—the best from both North and South sends out a broad stream of democratic education over 33 states, reaching from Oklahoma east to the Atlantic and southward to the gulf. In the hands of Dr. P. P. Claxton, one of the great educational leaders of the South, the Summer School became a center for the discussion of live educational problems.

The Southern School Improvement Association was one of the organizations centering here. At the forceful meetings of superintendents, the betterment of rural schools and also Sunday-school work came up for active interchange of ideas. Large rallies in different townships have been visited by as many as 4,500 at a time, to listen to discussions upon better education. The raising of the school taxes for schools in neglected parts of the country was one subject. Tennessee is third in illiteracy in the Union, and in some parts 150 out of 1,000 must make their mark. A campaign against illiteracy has been inaugurated. The use of schools as social centers and meeting places for citizens is being considered. Prof. Sparks and Miss Lucy Salmon had classes for instructing in local history. Every effort is being made to equip the teachers for child-saving.

The Southern Kindergarten Association, the Story-tellers' League, the organization of College Women of the South, all had spirited meetings, well attended. Here, as elsewhere, the personal touch of the woman who has had college opportunities can do much.

Education for Citizenship

The People's Institute (organized in 1897) has in recent years formed a number of junior clubs for the purpose of carrying to children knowledge of government and civic affairs and a sense of social responsibility, which is the purpose of its major work with young men and women and with adults. It has now organized four girls' clubs and two boys' clubs, the total membership being about 150. These children are from school classes mostly in the last year or the last two years of the elementary school. Each club meets in the afternoon once or twice each week. The clubs elect their own officers, and are thus trained in forms of parliamentary practice under the tactful supervision of a director or advisor, who regularly meets with them. The activities of these clubs include the social side, with games, occasional excursions and entertainments. but a portion of the meeting is regularly given to talk or discussion of some program dealing with current events, with city history, with present civic questions, treated in a manner in which children would be interested. Most of the excursions are made to points of civic interest, and nearly all of the clubs are in co-operation with the City History Club. All members of these clubs who have been in good standing for a year receive a diploma witnessing the fact, and each year thereafter that they remain in membership this fact is attested on the diploma. The result will be that after a number of years, when the child reaches the age of eighteen, he or she will be able to enter into the senior clubs, both for men and women, which the Institute has organized.

It should be borne in mind, in order to place this department of the Institute in its proper perspective, that these junior clubs are only a portion of the Institute's work, which includes lectures, classes and active work for social and civic reform, large meetings at Cooper Union, the First Voters' Courses, and civic clubs for young men and some analogous work for young women. A systematic scheme of civic education is thus planned. When the children are brought to Cooper Union three or four times a year to receive diplomas or to take part in the exercises by singing, they are brought in connection with the larger movement.

The work accomplished has been largely thru the devoted volunteer service of Miss Mary J. Pierson. We saw a class of a dozen (boys and girls) receive their diplomas this year, they marching into

the crowded Cooper Union singing, not of "bombs bursting in air," but that noble hymn by Symonds, that prophecy that :

Nation with nation, land with land,
Unarmed shall live as comrades free
In every heart and brain shall throb
The pulse of one fraternity.

University of California

The report of President Wheeler to the Governor of the State covering the period from July 1, 1904, to June 30, 1906, has just been issued. The first portion considers the effect of the April calamity in San Francisco upon the university. The President states :

That the finances of the university suffered a much severer blow than has generally been recognized. The immediate losses arising from damage to buildings in San Francisco and from loss of income up to January 1, 1907, were in part made good by special appropriation of the Legislature. The report explains how this appropriation of \$83,800 was allotted for the repair of losses to the various departments and to make up the estimated loss of income from the two-cent tax. Emphasis is laid on the fact, however, that the university suffered in the disaster many losses of a more permanent character, losses the effect of which will be felt after the end of the year 1906. Among these is especially mentioned the apparently irreparable loss of San Francisco and the State, as well as of the university, in the destruction of the building and equipment of the Mark Hopkins Institute of Art, which had cost certainly not less than \$2,000,000.

The President calls attention to the decided increase in the number of officers of instruction and in the number of students, undergraduate and graduate. The report of the recorder of the faculties shows that the year 1905-6 witnessed the largest enrollment of students in the history of the university. In spite of the San Francisco disaster it is interesting to know that the freshman class was larger in August, 1906, than in August, 1905. A steady drift of men to the colleges of engineering, commerce and agriculture is very noticeable.

The President notes with gratification the marked progress in student self-control and self-government during the past two years. There has been a notable development of student public opinion in favor of the suppression of disorderly rushes and other outbreaks prejudicial to the welfare of the university. The erection of Senior Hall, a building constructed of redwood logs and the gift of the Golden Bear Order, is doing much to foster this good work. The

senior men have here an opportunity to assemble and talk things over frankly together. The institution of what is known as the student mass meeting marks progress in the same direction. This is a large gathering open to all men of the university in which the problems of student life are freely and frankly discussed by any who so desire. The President states that he believes the conjunction of Senior Hall and the student mass meeting will do more to solve the problem of how to create a public opinion among students even than could the much commended dormitory system.

Two new offices have been created during the biennium: that of dean of women and advisor, the former exercising general supervision and care over all that concerns the women students of the university and the latter exercising the same function on behalf of the men.

The University of Wisconsin has recently established a Correspondence School, in which under certain conditions, regular credit may be obtained at the University. The movement is an interesting one, as widening the purpose of the State University to keep closer in touch with the needs of the people of the State as a whole.

M. Vincent O'Shea, B. L., conducts two courses—one on Principles of Teaching; one on the Development of Childhood and Youth.

Walter Fenno Dearborn, Ph.D., conducts one on Educational Psychology. The courses are adapted to the needs of teachers and parents. If there be a demand for it, courses will later be offered in History of Education and other subjects.

In arranging a course of study, experience has decided that it takes about ten years for a child of medium ability to pass from the first grade thru the college entrance requirements. For this reason we have about ten grades in the city schools.

The chief defect in a large number of our city systems is that all children must spend exactly the same time in school regardless of the ability of the child. Each child, be he idiot or genius, must spend one year in a grade. If he fails to make the required grade, be this failure ever so slight, the child receives no credit for having done any work, but is required to do the same work over and to spend another year in doing it.

A certain school with a white enrollment of 1,943 had only 9 in the graduating class last year. Other schools show small grad-

uating classes also. Does this slow process of passing from grade to grade cause students to drop out of school? It is a question that should receive some serious consideration.—*North Carolina Journal of Education*.

It seems unfortunate to one who understands the value of hand-work in character building that the playgrounds under the supervision of the Park Board of New York City do not supply the simple and inexpensive materials which would employ the children happily and educatively a few hours every day. The teacher is already at hand, and \$10.00 a year for each park would treble the efficiency of the money already apportioned. Another summer may see this accomplished.

An aftermath of the vacation school harvest is seen in the children on the streets who are observed happily employed in making and playing with things they learned to handle during the precious weeks of happy work.

The Fiftieth Anniversary Volume of the National Educational Association

In view of the omission of the Annual Convention for 1906, it has been decided to substitute for the Annual Volume of Proceedings a special volume appropriate to the semi-centennial year,—the association having been organized in Philadelphia in 1857. There will be included in this volume:

The Proceedings of the Department of Superintendence at Louisville.

The Special Report of the Committee on Instruction in Library Administration in Normal Schools, recently completed.

A revised and completed Subject-Index of all publications issued by the Association since organization.

A bibliography of topics discussed during the fifty years, arranged chronologically by departments.

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In addition to the above outline, valuable contributions have been secured from Dr. W. T. Harris, from Dr. E. E. Brown, the present United States Commissioner of Education, and also from various corresponding members in other countries, who have written on education in their respective countries during the past fifty years in a manner especially appropriate to the proposed volume. Among these may be mentioned the following:

Hon. Cloudesley S. H. Brereton, examiner in modern languages of the Oxford and Cambridge Joint Board, has written on "The Development of Modern Language Teaching in England During the Past Fifty Years."

Miss Dorothea Beale, principal of the famous Cheltenham Ladies' College, has written on "The Secondary Education of Girls in England for Fifty Years."

Dr. Michael E. Sadler, member of the Royal Commission on Secondary Education, has sent a paper on "The Educational Awakening in England."

Dr. Pierre Emile Levasseur, professor at the College of France, has written on "Primary Education in France During the Third Republic."

Camille Sée, Counselor of State, has contributed a paper on "The History of Secondary Education for Girls in France."

Dr. Fredrich Paulsen, the eminent and venerated professor of philosophy and education in the University of Berlin, has contributed a chapter on "The Backward and Forward View of German Education and Philosophy."

Béla de Tormay, counselor in the Royal Hungarian Ministry of Agriculture at Budapest, has written a review of the "Development of Agricultural Education in the Schools of Hungary."

A report of the Congress of Education at Liège, Belgium, held a year ago, will be supplied by the official delegate of the N. E. A. to that congress, Professor Will S. Monroe, of Westfield, Mass.

Other similar features are being prepared, which may delay the publication of the volume somewhat, but which justify confidence that it will be the most valuable of the entire series.

Articles in the *Manual Training Magazine* on Special Technique:

"Furniture Design" (illustrated), Vol. VII, No. 3. Fred D. Crawshaw.

"Raised Metal Work" (illustrated), Vol. VII, No. 3. Augustus F. Rose.

"Standard Drafting Conventions for a Mechanic Arts High School," Vol. VIII, No. 2. Charles B. Howe.

"Wood-Block Printing" (illustrated), Vol. VIII, No. 1. Arthur Wesley Dow.

"Pottery in the Public Schools" (illustrated), Vol. VII, No. 2 and Vol. VIII, No. 1. Forrest Emerson Mann.

"Resist Dyeing with Indigo" (illustrated), Vol. VII, No. 3. Adelaide Mickel. Charles A. Bennett is editor.

Religious Education for December publishes a long and excellent bibliography for Sunday-school teachers, compiled by Rev. Wm. Walter Smith. It is well classified under several helpful heads and many different sources have been drawn upon. The list is not limited to books relating directly to Sunday-school methods and instruction, but includes those of wider psychological and pedagogical value as well. De Garmo, Fiske, James, Susan E. Blow, Tanner, Sully and others being listed, as well as Coe, Boynton, Du Bois, Marion Lawrence and others who deal with specifically religious topics. There is the greatest hope for the religious training of our youth when the leaders in religious education thus draw inspiration and knowledge from all branches of science and from all thoughtful teachers and investigators.

Digest of Foreign Periodicals

It is the *Chronique de l'Enseignement primaire en France* (December) that we this time place at the head of the French educational magazines, for it contains the entire report of the extra-parliamentary commission of primary education drafted by that body during its long and arduous sessions at the city of Angers in the month of August, 1906, and submitted now to the Ministry of Public Instruction for presentation to the Chambers. At its perusal we are in doubt which to admire more, its truly democratic features, its thoroughness or the wisdom of the proposed measures. Modern thought and the latest educational ideas pervade every paragraph of this memorable document, without even the least trace of that "chauvinism" or that "éclat," which have characterized so many of France's former innovations. When adopted by her popular assembly, when signed by her Chief Magistrate, as it will doubtlessly be, it will and must become the principal and permanent safeguard of French liberty, French progress and French enlightenment.

Many of the suggestions and propositions which the former journal could only briefly and summarily state, are found elaborately

and exhaustively treated in the pages of the *Revue de l'Enseignement Primaire et Supérieure*, as, for instance, the Question des Ecoles Normales, which outlines the establishment of a system of normal schools for the entire republic. The organization of a corps of intelligent and competent teachers that shall here be educated for becoming instructors in the primary schools of France as her first and urgent necessity, is the fruit of a profound study of the normal schools of other countries adapted to the special wants of France herself.

A most admirable edition of the *Revue Pédagogique* (December) contains so much interesting material that we are almost at a loss to which of its many meritorious articles we may accord the prize. Whether to a most timely essay superscribed "Sur Ibsen," by G. Gastinet, or to that entitled "L'imagerie scolaire en Belgique," by Léon Reota, or a very humorous article by Delatère, under the heading of "L'écolier anglais." That the French are alive also to the educational needs of their transmarine possessions is proven in a very fascinating treatise by Marcel Charlot.

Another educational magazine of marked excellence is *L'Enseignement Secondaire*, among the various contributions of which we specially mention an article by Sigwalt about "The Teaching of Modern Languages," and one by Marcel Bernes on "The Practical Philosophy of Kant." The last-named article, founded on a critical review of a work on Kant by M. Delhos, is one of the best and most elaborate that we have ever met with on that subject; unfortunately, want of space precludes us from entering upon an elucidation of its many excellencies.

Those who desire to obtain valuable information as to the latest psychological problems will do well reading the articles given in the German monthly bearing the name of *Lehrproben und Lehrgänge*, where among others they will find the "Value of Questions" discussed by Dr. Ludwig Schaedel and "Independent Activity of Scholars" treated by S. Richard Harold.

Whether from participation in the educational onward stride of her neighbor, whether from the inspiration due to the holiday season, the educational magazines of Germany also evince a more than ordinary profusion of interesting articles in their December issues, teeming with the variety of subjects, such as they have perhaps never before exhibited in so great an abundance.

Never before the *Zeitschrift fuer Pädagogische Psychologie*,

Pathologic und Hygiene (December) has presented so veritable a galaxy of interesting articles as in its last number, among which we can only mention an essay by F. Schepp on "Types of Scholars," one by W. Nausester on the "Grammatical Form of Children's Language" (a most meritorious treatise well worth the attention of mothers and teachers), and one by E. Koeler on the "Personality of Two Imbecile Children." The publishing house of Hermann Walther in Berlin, which issues this magazine, can only be congratulated on the excellence of its publication.

The *Zeitschrift fuer Schul-Hygiene*, published by Voss, Hamburg, also furnishes us with a series of timely and critical articles, one of which is calculated to interest American teachers particularly, as it discusses the problem of "Co-education of Sexes," called forth thru the rejection by a school board of a petition from citizens of Frankfort-a.-M. for the introduction of this feature into certain public schools. It seems that Germans as a rule are averse to progress in that particular line, however they may lead in most of the educational improvements of our time. Another article, contained in the same number of the magazine and written by Dr. E. Schlesinger, treats in a most able manner "The Consequences of Corporal Punishment Inflicted upon Children."

The *Pädagogische Magazin*, published at Magdeburg, and the *Zeitschrift fuer Schul-Geography*, edited by Prof. Rusch and D. Beck, curious to say, each brings an article on the "Philosophy Underlying Geographical Instruction," the respective authors of which, Mr. Volkmer and Rector F. Kohlhase, tho starting from entirely different premises, virtually arrive at identical conclusions. Both the empiric and esthetic value of a rational method of instruction are set forth with equal conclusiveness by each of the two educators.

The *Experimentelle Pädagogie*, edited by Dr. W. A. Levy and Dr. E. Meumann, is also replete with a number of splendidly written essays on the most various topics, as, for instance, "On the Sixth Sense of the Blind," by Ludwig Frischel; "On the Successful Education of an Imbecile Boy," by L. Maurer, and "On Practice and Memory," by Mary Lobsiere. It would be difficult to decide to which of them the highest prize should be given, were a prize competition involved here, for the articles are equally distinguished thru profundity of learning and critical research.

The *Zeitschrift fuer den deutschen Unterricht* (Teubner, Berlin and Leipzig) presents many excellent treatises of special interest

to Germans; still there is one among them that deserves here a particular mention on account of its general bearing as well as the many new points it evolves; it is an essay by Franz Stuermer on "The Creation of Speech," replete with deep thought and terse criticism, hardly inferior to that of a Jacob Grimm or a Max Mueller.

If, in conclusion, we briefly mention here the *Correspondenz-Blatt fuer Hoeheren Unterricht* (Stuttgart, Kohlhauser), which furnishes among others a survey on "The Reform of Female Education in Prussia," and an article by Imendoerffer on the "Edinburgh Vacation Courses," and also the *Zeitschrift fuer das Realschulwesen*, which presents an exhaustive report of the "Twelfth Convention of Neophilologists," and also a treatise on "The Subject of Geology in Ober-realschulen," by Dr. H. Tertsch.

From what has been said above, and we might say, from what more should have been said, it is evident that the educational outlook for the year 1907 is auspicious to the highest degree, and that we with certainty may look forward to a great intellectual improvement of the different nations and of humanity in general.

Magazine Notes

American Education for February has an article by Laura Fisher on "The Essentials of Kindergarten Practice." Also one by A. W. Trettien on "The Kindergarten from the Standpoint of Genetic Psychology."

The January *Southern Workman* has "Some Parallelisms in the Development of Africans and Other Races," by Monroe N. Work.

Education for February: "The Place of Israelitish History in a System of Education," by Noah Calvin Hirschy, A.M.D.B.

St. Nicholas: "The Kitten That Forgot How to Mew," by Stella George Stern.

The American Magazine for March: "Athletics Among the Blind," by Stanley Johnson.

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The Kindergarten Magazine and Pedagogical Digest

Vol. XLIX.—APRIL, 1907.—No. 8.

The Kindergarten Program

HARRIETTE MELISSA MILLS.

IV.

The Aim of Education, Theoretical Foundation

IN every system of education, there are consciously conceived purposes to be realized. It is the common practice to look to the society conditions in which a given system of education obtains, for general guidance in the solution of the problem of aim in education. In other words, the aim of education is determined by the meaning of education to the society of which it is a recognized agency. Thus, education as telic or purposeful, has many and diverse aims. It is one of the agencies organized by society for the conservation and transmission of experience believed to be necessary to the maintenance of its stability, and valuable to the developing human being. Society, organized under varying conditions, has made education serve as a means of perpetuating and realizing its ideals; for example, China, with its insistence upon the maintenance of relatively static conditions. The culture of this great nation, which is handed down from generation to generation, and which dates back to unknown antiquity; its system of reduction, which aims to engraft that remote past upon the present; its repression of initiative on the part of its members; its restriction of freedom of thought and action—all these are conditions that stunt the intelligence and fossilize the imagination until the people of China present the spectacle of an uninspired and unaspiring race.

Education must, indeed, be relative to the society in which it is given; therefore, if the ideal of a given society is to preserve relatively static conditions, the child will be considered as an indispensable concentration and perpetuation center, a repository of truths and worths of unquestioned validity to be preserved unmodified. Civilization, under the conditions of constant warfare, has militant ideals to be maintained; hence, its purposive education must impart

to its members militant tendencies and habits. If the maintenance and extension of military power is the integrating end of society life, it will demand the submission and obedience of its individual members to that end. Civilization, under an industrial régime, sets up as its ideal the acquisition of material wealth. The aim of education is therefore, the development of productive power in its members. The question of aim in education is answered in terms of vocation. An education that is practical is demanded. Of each subject of study it asks the question, Will it bake bread? Will it enable the boy or the girl to get on in the world? Society, under this régime, may develop artisans, but not artists. The education that is immediately utilitarian and practical is in danger of being most thoroly unpractical, since efficiency and power are the result of a fine culture which can bring the combined powers of heart, head, and hand to the accomplishment of every service. Obviously, we have here only partial and contingent aims, since neither Militarism nor Industrialism are compatible with the freedom-seeking tendencies of the human soul.

Due recognition must be accorded to both Militarism and Industrialism. In the evolution of civilization, Militarism was the means of unifying the semi-civilized world. It had the power to enforce obedience to law, even while it bore within itself the elements of intolerance and violence against human life and liberty, which caused its downfall. The age of industry as a distinct stage in the evolution of civilization must not be underestimated. In it the freedom-seeking spirit of humanity enlarged the boundaries of space, time and thought. Its inventions and discoveries made the dissemination of knowledge possible, and established relations of mutual helpfulness between widely separated peoples. It obliterated traditional barriers by establishing a system of interdependencies that bound the world together in a system of mutual aid. But enlarged physical freedom and spiritual freedom are not here compatible terms, since the enlarged boundaries of the physical world, which made the acquisition of material wealth possible, resulted in making the accumulation of wealth an end in itself. Not only has Industrialism made material wealth an end, it has also made use of a large portion of humanity as means to the realization of that end. The "captains of industry" who make use of humanity violate the principle of the essential unity of human life in electing themselves ends to which other human beings are but means. This condition can in no wise be harmonized with the universal law of conduct

which requires that each shall make the ends of others identical with his own, and "treat humanity as such as an end absolute in itself."* Moreover, the history of civilization reveals the fact that for no extended periods of time can any portion of humanity be made subservient to another, or be dehumanized in any particular without creating conditions that interfere with the common welfare of all, and inevitably bring about measures of readjustment characterized by more or less violence to human life and the right of property. Both Militarism and Industrialism illustrate the inevitable outcome of violating the moral law which governs all life that is human.

To itself each individual soul is an end the fulfillment of which demands the evaluation of other souls by the same standard; consequently civilization in its humanitarian stage—the highest yet attained—has as its keynote the humanization of mankind. Not only are the conditions that minimize human welfare subject to judgment and corrective measures, but increasing emphasis is placed upon conscious measures for the betterment of mankind. Thus the present age is one of unprecedented emphasis upon humanitarian activities. Great philanthropies, great public enterprises, all the efforts that are put forth in behalf of the sub-normal classes, the attitude towards the criminal young, the agitation against child-labor, the emphasis upon moral and social relationship—all these are witnesses to the humanitarian ideal. Education, which has been and still is the great conserving agency of civilization, is being used as never before to establish in the individual soul centers of feeling and sympathy which are as important as centers of knowledge. The spirit of the age requires that all knowledge shall be subjected to the test of worth as well as to the test of truth. Dr. Butler emphasizes the fact that in reality studies of whatever nature are, in the highest sense, humanities, within which it is possible to distinguish gradations of worth, since those subjects that record the travail of the soul of humanity—history, art, literature—take rank as the highest. Dr. Butler writes: "While no knowledge is worthless—for it all leads us back to the common cause and ground of all—yet that knowledge is of most worth which stands in closest relation to the highest forms of the activity of that spirit which is created in the image of Him who holds nature and man alike in the hollow of his hand."†

The imperfect realization of this aim in present education is no

*"An Introductory Study of Ethics." By Warner Fite, pp. 178-179.

†"The Meaning of Education," by Dr. Nicholas Murray Butler, p. 66.

cause for discouragement, nor reason for discounting the validity or presence of an evolutionary process that is slowly and surely realizing ethical and moral development as the aim of all education. Dr. Fiske writes: "The law of organic evolution is the law of all evolution whatever"—a position that admits of deductive proof and inductive verification.* If in the development of the human organism—strictly speaking—in which variation in function and perfection in structure were factors of such momentous import that the time element involved flowed in unnumbered and unremembered aeons, it is not irrational to infer that the evolution of the infinitely more subtle qualities of the psychical and spiritual nature will require an eternity for their perfecting.

The science of evolution that revealed the processes of cosmical and psychic development is itself a witness to the law of evolution—a product of genuine and continuous growth. This can be illustrated by the profound revelation of evolutionary science made by Mr. Alfred Russell Wallace, and elaborated and expanded by Dr. John Fiske and Dr. Nicholas Murray Butler. Mr. Wallace took the position that out of the penumbra that shrouded organic evolution there emerged psychical variations which, from that instant, became the determinants of the evolutionary process. Dr. Fiske has pointed out the significance of this new trend in the evolutionary process, which aimed at nothing less than the "expanding and perfecting of the psychical attributes of the one creature in whose life these attributes have begun to acquire predominance." He indicates that a hierarchy existed from the very beginning among these psychical attributes. Love and self-sacrifice were made dominant through the prolongation of infancy and the consequent necessity for the exercise of maternal and paternal care. Rudimentary love and self-sacrifice led the way until—again quoting Dr. Fiske—"we crossed the threshold of the ethical world and entered a region where civilization, or the gradual perfecting of the spiritual qualities, is henceforth Nature's paramount aim."† Dr. Butler has pointed out the far-reaching educational implications of the foregoing positions in "The Meaning of Education," Chapter I. He writes: "This lengthening period of infancy is a period of plasticity. Every animal that has a period of infancy can and must be educated. No animal that has not a period of infancy needs to be educated.

*See "Cosmic Philosophy," ch. 6; also "Thru Nature to God," chapters 9, 10, 11, 12.

†"Thru Nature to God," p. 128.

The longer the period of infancy the more education is possible for it; and as our civilization has become more complex, as its products have become more numerous, richer, deeper, and more far-reaching, the longer we have extended that period of tutelage."*

If the foregoing generalizations are correct the evolution of the human being was committed to the care of civilization which, from thenceforth, became the bearer of the evolutionary process, and has, in its various stages, revealed the increasing dominance of social, ethical and spiritual qualities in humanity. It reveals the presence of a "Divinity that shapes our ends, rough hew them as we may."

Just here let me restate my conviction expressed in the introduction to these discussions—that *the history of civilization and the study of social philosophy reveal the great humanitarian principle upon which to base the kindergarten program*. In the history of civilization, and in the record of the achievements of the human spirit as they are revealed in social philosophy, we find, written large, the principle of humanitarianism upon which to base our faith, hope and courage in educational work. In the study of the child we may find, written small, the identical principles of human and psychic evolution, revealing his nature and needs. Hegel said: "The history of humanity is a progress in the consciousness of freedom," and Dr. MacKenzie writes: "It is worth while to know social philosophy, because until we know that we do not know what else it is worth while to know." The primordial unit of civilization is the child; and civilization must stand or fall by the account it renders of its stewardship. Education, natural and purposeful, is a method of evolution that, partaking of the characteristics of the principle that produces it, aims at nothing less than the complete development of the psychophysical life of the human being. Education that sets up partial and inferior aims inevitably retards, if not actually arrests, the evolutionary process, the ideal goal of which is complete humanization of the child and of humanity, of which he is a member—the attainment of character—not of happiness, which is a by-product of the process.

In our search for a guiding aim in education, and in kindergarten as a department of education, we have returned to the fundamental conception with which we began our program study, namely, the nature and needs of the human being to be educated. If the foregoing discussions are valid we may not only reaffirm, but may

*"The Meaning of Education," by Dr. Nicholas Murray Butler, p. 12.

extend the fundamental conception, namely, that *the primary determinant of the kindergarten program and its aims is to be found in the nature and needs of the child*. The child in his psychophysical attributes points the direction in which the aims of education are to be sought. The child is the bearer of experience fulfilling capacities in which human tendencies, thru inheritance, predominate. But the child is not yet humanized nor socialized. Education continues the evolutionary processes of human and spiritual development, and, thru the constant functioning of human and spiritual capacities, enables the human being to become in reality what he is potentially—a center of freedom.

Whether or not we recognize the problem as such, we have, from the very beginning of these discussions, been dealing with the concept of Being, which is one of exceedingly abstract character; yet one's daily practice will inevitably be in substantial accord with one's views of this concept. Thus, education, while dealing with a world of practical affairs, is under the impulsion of an ideal that has its root in the concept of Being. All great educators hold some world view. For these the question, What are the presuppositions of all life and all experience, exists and influences their theories and their practical plans of action. The concept of Being may or may not receive conscious statement in their theories, but none the less it is possible to read between the lines of their work and discern a world view that is high and all-inclusive, or inferior, partial and atomistic. The concept of Being is especially prominent in the thought of those great educators whose work we have briefly reviewed—Comenius, Rousseau, Pestalozzi and Froebel. In their respective plans of action which are in harmony with their thought of the nature of Being we find diversity of interpretation of Being, and, consequently, divergent aims in education. At the same time it is possible to note the cumulative influence of these views in evaluating human life, and in devising ways and means for its development thru education.

Modern psychology, that has found the child one of its most engaging themes, also reveals its theory of Being when it affirms the psychophysical characteristics of human life and recommends practical plans of action in education for the development and realization of these characteristics. Courses of study, curricula and programs, imperfect as they are, exist for the fulfillment of purposes implicit in the nature of the human being whose development is sought, and

record the earnest, serious attempts to deal practically with the theory of Being as well as the theory of knowledge.

For Friedrich Froebel there existed a concept of Being that admitted of no uncertainty. This world view is the fulcrum upon which turns the entire system of his thought. It is for him the test of truth. It indicates how all experience is implicitly unified. It guides in the selection of ways and means by which it can be explicitly unified. For him the world is One; and to show *how* it is One is the goal of his endeavor. Froebel poured into the ontological predicate of his system all the fervor of a deeply religious nature when he affirmed:

"All things have come from the Divine Unity, from God, and have their origin in the Divine Unity in God alone. God is the sole source of all things. In all things there lives and reigns the Divine Unity, God. All things live and have their being in and thru the Divine Unity, in and thru God. All things are only thru the divine effluence that lives in them. The divine effluence that lives in each thing is the essence of each thing." (*Ed. of Man*, pp.1-2.)

Froebel's concept of Being in its reach includes *all things* as having their source in God. All things partake of the divine nature, not only in essence, but also in action which impels to the revelation of the divine essence in each individual participant in Divine Life.

"God creates and works productively in uninterrupted continuity. Each thought of God is a work, a deed, a product, and each thought of God continues to work with creative power in endless productive activity to all eternity." (*Ed. of Man*, p. 30.)

The divine essence and activity enshrined within each manifestation of God's thought in humanity and in nature seizes upon the shapeless and formless and imposes upon it the shape and form of its own ideal. Essence and activity, enshrined in the plant, unfolds under blind impulsion that forms its life in accordance with a model, albeit an unconscious one. Froebel says:

"The first tendency of everything and of every plant is toward the all-sided representation of its individuality." (*Ed. of Man*, p. 195.)

And again:

"From the beginning to the time of blossoming the life of the plant is upward and outward unfolding; from this to the time of full maturity of the fruit it is an exalted withdrawing." (*Ed. of Man*, p. 194.)

Essence and activity manifested in animal life is seen under a

higher form of impulsion, which reveals the presence of rudimentary purposes and designs in the furtherance of felt needs. Essence and action rise to consciousness in man, and on this plane it becomes the destiny and lifework of man to reveal them in his own life with "self-determination and freedom." With the beginnings of self-consciousness, man enters upon the path that leads to life. In the fulfillment of man's relationship to nature and to humanity, Froebel sees the possibility of achieving the ideally human and the ideally divine.

We will do well to remember that Froebel was an evolutionist, even though in his time the organic law of evolution with its educational implications had not been enounced. For Froebel processes of development and growth can be expressed in Le Conte's simple definition: "Evolution is continuous, progressive change according to certain laws, and by means of resident forces." Froebel viewed man as in a state of becoming. He writes:

"Man, humanity in man, as an eternal manifestation, should be looked upon not as perfectly developed, not as fixed and stationary, but as steadily and progressively growing, in a state of ever-living development, ever ascending from one stage of culture to another toward its aim which partakes of the infinite and eternal." (*Ed. of Man*, p. 17.)

"Human nature, like the spirit of God, is ever unfolding in inner essence." (*Ed. of Man*, p. 279.)*

Nature and humanity with their influences are the unseen hands that reach out to assist man to achieve fulness of life. On the side of humanity education is the primary agency which affords opportunities for the functioning of feeling and emotion, out of which gradually emerge the intellect and the will. Feelings of unity with God, with humanity and with nature which have stirred as vague, dim presentiments during the period of childhood are to become explicit when the child reaches the plane of instruction. Froebel gives to religion and religious instruction first place in the "Chief Groups of Subjects of Instruction."† His attempt to systematize his theories are tinctured thru and thru with the idea of God, the immanence of the Divine Spirit in nature and in humanity. Its unfailing presence in nature and humanity constitutes the dynamic power that leads to self-revelation and self-realization.

Froebel's idea of unity with the Divine Life must not be con-

*For the extension of Froebel's views in regard to the evolutionary processes in the world of inanimate nature. See "Ed. of Man," Sections 68-75.

†"Ed. of Man," Chapter 5.

strued to imply that, in the event of achievement, the soul lapses again into the unity of that Life, since at no time can the individual soul lose its identity.

"For every human being has, indeed, but one thought peculiarly and predominantly his own, the fundamental thought, as it were, of his whole being, the keynote of his life-symphony, a thought which he simply seeks to express and render clear with the help of a thousand other thoughts, with the help of all he does. Yet, by the representation of that thought, and of all other thoughts in living outward form, man has not in any sense been diminished within himself. . . . The thinker and the thought—could the latter become conscious of itself—must ever be intensely mindful of the fact of their original unity; and yet the thought is not the thinker, altho essentially one and united; such is the relation of the human spirit to God." (*Ed. of Man*, pp. 142-143.)

Again Froebel writes:

"It is and remains forever true that, in purely and distinctly human relations, particularly in parental and spiritual human relations, there are mirrored the relations between the divine and the human, between God and man. Those pure relations of man to man reveal to us the relations of God to man and of man to God."

The implicit unity with the Divine Life is to become consciously and increasingly explicit in the life of man by all the conceivable agencies of nature and the achievements of humanity. Thru education the Divine Life in man is unfolded and made the instrument of man's freedom. In discussing the right of personal freedom, Froebel once said:

"Man is born entirely fettered on all sides, and truly for this reason that he can and must obtain freedom only by his own striving. Freedom cannot be bestowed upon us. God himself cannot bestow it upon us, since it must be the product of our moral and intellectual unfettering, which it is possible to attain only by self-activity. Every individual has to free himself from the narrow fetters of his undeveloped condition of childhood by the help of educational influences."* ("Reminiscences of Froebel," by Von Bülow, p. 140.)

Froebel's faith in the integrity of the individual soul and its essential unity with the Divine Life is in entire opposition to the doctrine of depravity. Froebel freely admitted the possibility of injury and marring of original wholeness, but never the idea of irretrievable depravity. Froebel's concept of Being, or his world view,

* For the extension of Froebel's idea of freedom read the entire conversation with Herr von Wydenburgh in "Reminiscences of Froebel," p. 140-144.

is the integrating factor that gives to his work steadfastness of purpose, even though it lacks the characteristics of a perfected system. Without a thoro knowledge of his concept of Being no just estimate can be placed upon his work; nor can his treatment of the many-sided interests of life that find place in and lend motives to the practices of life be understood.

The evolution of psychical capacities in humanity must deepen insight into the meaning of life and lead to richer practices in living. But whatever may be the revelations of later days—as humanity achieves and outlives its successive formulas—they can never invalidate the contribution of any single worker whose seeking after truth was for the uplift of humanity. All such endeavors must increase in value, since into the structure that human achievement is building is set each contribution to truth as blocks of granite are built into a great arch. It is only with the fitting of the keystone that each block rises to its full evaluation. Not until we comprehend the meaning of Friedrich Froebel's total message can we pass beyond him. And when in education the day of achievement of his world view dawns, the travail of this great soul will in spirit be satisfied.

Every kindergartner in framing a program is under the domination of some sort of a world view; and her work will reflect as in a mirror the superior or inferior character of this view. It will determine her attitude toward the child. It will define the aim or goal of her endeavor. In the degree in which this world view is clearly and consciously held in mind, it will illumine every detail of kindergarten work. Conversely, in the degree in which such a view is held unconsciously and fragmentarily, the practical plans of work will reflect these inequalities. There is no excuse, for ignorance in so vital a matter as the nurture of a human soul. Difficulties many and great exist for our over-coming; but earnest study of the child himself, of history, of social and ethical science, of literature, art and religion, bring rich reward of insight and inspiration. Only as we are taught by great seekers after truth can we know what it is worth while to seek; and only as we are guided by a simple, humble spirit shall we know how to seek truth for ourselves or for little children.

The next paper in this series—which will appear in the May number of the KINDERGARTEN MAGAZINE—will present Practical Aims in Education.

The Ethical Culture School

CAROLINE T. HAVEN

THE positive constructive tendencies which have been characteristic of the Ethical Culture movement from its inception, over thirty years ago, demanded at the output some definite line of action which should provide means for utilizing the energies of its members and binding them together in a common object of work.

The kindergarten at this time was beginning to attract the attention of far-seeing educators, and here and there in the early seventies a few had been established thru private enterprise, though so limited had been their scope and so slight their influence that even the name kindergarten was unknown in most communities.

In this system of infant education just coming to the fore Dr. Adler, with prophetic vision, saw the possibilities of meeting two definite and distinct needs:

1. The establishment and maintenance of a kindergarten by the members of the new society would be a concrete expression of its emphasis on "Deed not Creed," and would offer the desired opportunity for active co-operative work.

2. At the same time it would inaugurate a highly desirable form of preventive and remedial charity by placing the children of the poor under the best influences and starting them in a rational system of education which, even at that time, Dr. Adler hoped to continue beyond the kindergarten age.

As a result of these ideas a free kindergarten, one of the first of its kind in this country, was opened January 2, 1878, in a hall on West Forty-fourth street, six children being present on the first day. This kindergarten was in charge of Miss Fannie Schwedler, who did most efficient work in the new enterprise. A speedy increase in numbers followed, and, in order to extend the scope and influence of the work, the United Relief Works was organized in 1878 with the direct purpose "to afford kindergarten, industrial and other education to the children of the working people." From this came the incorporation of the Workingman's School in December, 1879, and the subsequent removal of the kindergarten March, 1880, to larger quarters at 1521 Broadway, corner Forty-fifth street, two primary classes being then established, numbering about twenty children, graduates of the kindergarten.

These classes were under the charge of Mr. Gabriel Bamberger, to whom the school owes much in the forming of the plans in this new work. Mr. Bamberger continued with the school till 1890, when he left to take charge of the Jewish Manual Training School in Chicago, a position which he held with honor till his death, two years ago.

Two years later the cornerstone of the new building was laid at 109 West Fifty-fourth street, and in 1883 both kindergarten and school removed to the new quarters, which then seemed most commodious and well adapted to the needs of the growing institution.

A new class continued to be added every year till in 1887 the first class to complete the full course of kindergarten and eight grades was graduated.

Some of the salient characteristics of the work of these early days are worthy of mention, since the school from the first was a path-breaker, and had no traditions to guide its action.

1. It was a philanthropic movement for the youngest children, and efforts were constantly made to extend its privileges to those most needing its care and protection.

2. The carrying out of the details of the practical charity was delegated to an Executive Committee composed chiefly of women who met in weekly conference with Dr. Adler and aided in the development of his plans. This committee visited the homes of the children of the kindergarten, acquainted themselves with the needs of the families, and distributed such charities as were deemed advisable. In a number of cases where the death or desertion of parents had left children without means of support, they provided suitable homes and proper care, guardians sometimes being legally appointed to protect the rights of the unfortunates. The committee also organized such volunteer assistance as was needed from time to time, and kept themselves in close touch with all the needs of the children, parents and teachers alike.

3. Since the sessions of the school extended from nine to three, it was necessary to provide warm luncheons for the children, a matter which also fell to the care of the committee before mentioned. A Thanksgiving dinner was also yearly served, the regular session of the school preceding this being open to the friends of the school who were often present in large numbers, and often liberal contributors to the material support of the work.

4. To supply the requisite assistance in the care of so many

young children, a Normal Training Course for Kindergartners was early established, the students giving their services in daily work with the children in return for the instruction given. The cost of the teaching force was reduced to the minimum by the employment of these untrained assistants, since one paid director was able to supervise the work of a number of students.

5. The school holds first place in the emphasis it has always laid on the value of manual work, not for its productive value, but for its educative influence. In this respect it has been a pioneer, and has contributed greatly to the introduction of manual training thruout the schools of this country.

6. Nature Study was early introduced into the school, a special teacher being employed for this purpose as early as 1883, if not earlier. Excursions to parks and fields were taken, and acquaintance was made with the outside world at a time when the educational ideas at large were centered on verbal expressions of memory tests on subjects far removed from the child's experiences. In a similar way art and music were made a part of the curriculum of the new methods.

7. In the first printed report of the school, 1880, mention is also made of the distinctive feature which we now denominate Ethics. To quote from this report: "Instruction in the system of duties is a necessary element of all education, without which any plan of studies must remain essentially incomplete. We propose to offer such instruction to our pupils, and thus to the best of our ability to round off the scheme of their edcation."

In the growth and development of this educational plant it is evident that changes from the original methods were essential, so that certain crude forms of the earlier years were long ago outgrown and cast aside. Some of these changes may be enumerated to advantage, since they indicate in many instances a new outlook and a definite line of growth. One of the first of these was in 1884, when the normal training classes were given up and the kindergarten, then numbering about 100 children, put into the hands of a director, Miss Caroline T. Haven, and several paid assistants. While the expenses of the kindergarten were materially increased by this, the quality of the work was on the whole improved, since the untrained and inexperienced assistants had often failed to comprehend the educational value of the work. The training class was re-established three years later, in 1887, but the assistance given by

the students has since that time been limited to such matters as are suited to their ability.

Another great change occurred in the diminution of the charities, a change that ultimately altered the policy of the school and placed it upon a different basis. The distribution of clothing, shoes, even money, by the committee in charge of such matters, and the giving of the daily luncheon, were gradually curtailed till parents and children alike were educated to a regard for their own efforts and responsibilities. While some of the earlier so-called charitable efforts now seem shocking in their details, they were a necessary part of the beginning of the work, and may be looked upon as the rudimentary organs which disappear when their need no longer exists.

In 1887 came the appointment of the first regular superintendent of the school, Mr. Andrew Rickoff, a teacher of wide experience taking this position and retaining it for two years. This appointment brought a somewhat different element into the school, since Mr. Rickoff's work had been almost entirely in the public schools—a plan of educational practice with which our school had not come into touch until that time. Mr. Rickoff brought with him several teachers who were most efficient, their methods aiding much



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in broadening the view-point of school work. To one of these teachers, Miss Abbie Lee, we owe much, and should hold in grateful remembrance her devotion to the best interests of the school and the sweet spirit with which she carried on her work even when under the shadow which resulted in her untimely death.

Mr. Rickoff was succeeded by Dr. Duren Ward, who remained with the school two years, and was followed by Dr. Groszmann, who was the official head till 1897.

All this time there was a continued broadening of the policy of the school, which paved the way for the next great step in its evolution—the admission of tuition pupils and the consequent democratic character which marks its present aspect.

This change came thru the demands of parents who, as contributors to the support of the institution had learned something of the value of the course of instruction offered and realized the impossibility of obtaining it elsewhere. The proposed new plan naturally met with opposition from some who had looked upon the work from the philanthropic standpoint alone, but in the end the broader view prevailed, and in 1890 the first pay pupils were admitted.

In 1895 another significant event took place which affected the school along two lines—enlargement and extension. The building on Fifty-fourth street proved inadequate for the increasing number of young children, thus necessitating the formation of a branch at 669 Madison avenue, where there was carried on a kindergarten and two or three primary grades.

In addition a new and pressing need asserted itself, which paralleled a need of fifteen years earlier when necessary provision was made for the children who had advanced beyond the kindergarten. As the elementary school was formed for this previous demand, so now the same thing must be provided for those who desired to continue school work beyond the eight grades already founded. This extension might be made along the lines of industrial arts of which some foundation had been laid, thus affording a distinctly technical training; it might also be carried on on the commercial line, thereby laying its emphasis on preparation for business life. Either of these seemed to many best in accord with the traditions of the school, but the direct utilitarian purpose of education which either of these would have emphasized was disregarded and a college preparatory high school was established. This was housed with the branch on Madison avenue, and with it moved to

48 East Fifty-eighth street. About this time the name of the school was legally changed to the Ethical Culture School.

Mr. Reigart was appointed superintendent in 1879, and was succeeded in 1902 by Mr. Manny. The present superintendent is Mr. Franklin C. Lewis.

November 22, 1902, marks a red letter day when the cornerstone of the new building was laid with appropriate ceremonies, and January, 1904, twenty-six years after the small beginning on Forty-fourth street, we left our outgrown shell for the more stately mansions built for us by the untiring labors of those who, from the first, "seeing the vision," have followed its lead without wavering.



ETHICAL CULTURE SCHOOL, CENTRAL PARK WEST AND 63D ST.

Mme. Maria Kraus-Boelté and Her Training Work

IN the March number of *THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST*, in the article relating to the history of the kindergarten in New York City public schools, brief reference was made to Mme. Kraus-Boelté as having trained many of the kindergartners who are now in important public school positions.

But those paragraphs were much too few to be given to one who occupies the place that Mme. Kraus-Boelté does in kindergarten history; we therefore take pleasure in giving here some of the main outlines of a long and fruitful career—a history which takes us back to headquarters in Germany.

Maria Boelté was born in Schwerin, in the Grand Duchy of Mecklenburg-Schwerin, Germany, her father, Dr. Johann Ludwig Ernst Boelté, being an eminent lawyer and government official. Learning and ability distinguished her ancestors on both sides. With her sisters and brothers she received broad and thoro instruction from learned and accomplished men, and the home was a literary and musical center of esthetic and moral culture, in which self-activity was ever encouraged.

It was her father's sister, a well-known writer, who first aroused her interest in the kindergarten from a description of Froebel's kindergarten. As a consequence, she went to Hamburg to study with Froebel's widow, and with Dr. Wichard Lange, attending at the same time the Seminary for Teachers, where she was taught pedagogics and psychology. Her studies concluded, she went to London to assist Mme. Bertha Ronge, a pupil of Froebel's.

Upon leaving Mme. Ronge, she instructed from twenty to thirty children and adults in languages, mathematics, drawing, modeling, music, dancing, German and Swedish gymnastics, and kindergarten methods. The culture of plants, care of animals, garden work and excursions formed a part of her extensive list of subjects.

Apropos of the approaching kindergarten exhibit in this city, it is interesting to learn that Miss Boelté exhibited the work of her kindergarten pupils in the London international exhibit of 1862.

In 1867 she resigned her occupation to give free instruction to kindergartners and to study for herself at the South Kensington Museum of Art. She must have shown unusual artistic talent, for her instructor in modeling urged her to become an artist, to which, how-

ever, she replied "My one object is to do the best work possible in the kindergarten."

In this same year she became the guest of Madame Johanna Goldschmidt (mother-in-law of Jenny Lind) in Hamburg, where she taught in the Froebel Union, of which Mme. Goldschmidt* was the founder and president.

While visiting Lubeck she was induced to open her first "pay kindergarten," which met with great opposition, as the idea was as yet not well understood. Within a few months she had not only established successfully a school with kindergarten and connecting classes, but she also trained young girls for kindergartners and for nursery maids. Mme. Froebel, when visiting her, exclaimed: "Oh! that Froebel could have seen your work; you are in truth his spiritual daughter."

In 1871 she was seen again in England, and in September, 1872, she came to America, starting her kindergarten under the auspices of Henrietta B. Haines, who conducted a fine private school in Gramercy Park.

Miss Haines sustained her thru the critical year of experiment, 1872-73, when the idea was new, and observers suspended judgment, if they did not directly antagonize.

Beginning with seven children, the number increased during the winter to 33, and this would indicate that the suspended judgment of critics ended in a favorable estimate.

To further the comprehension of Froebel's ideas Miss Boelté started a mother's class, but was averse to opening a training class until more familiar with American ways and means. She was, however, persuaded to receive one private pupil, Miss Susan E. Blow, who went also daily to the kindergarten and attended the weekly lectures to the mothers.

Meanwhile she had read Prof. John Kraus' article on "Froebel's Method of Education in America" and his report of her own work in Germany and England. This led to correspondence between them which culminated in their marriage in 1873, Prof. Kraus coming to New York from Washington, where he had been connected with the Bureau of Education.

In October of the same year the Kraus-Boelté Seminary was

*See KINDERGARTEN MAGAZINE, February, 1902, for an account of how Mme. Goldschmidt and others first brought Froebel to Hamburg; an account reprinted from a letter of Elizabeth Peabody's.—EDITOR.



Courtesy *The School Journal*, N. Y.

MRS. MARIA KRAUS-BOELTE

founded, under their joint direction, for the training of kindergarten teachers. It had a model kindergarten and connecting classes.

An outgrowth of their united work is the "Kindergarten Guide," in two volumes, containing over 3,000 illustrations, and giving in detail a description of each gift and occupation and how they may be used.

It was in July, 1873, that she addressed her first large general audience, when she and Mr. Kraus attended the Elmira meeting of the N. E. A., which discussed kindergarten methods at one of its sessions, giving her place on program and platform.

From year to year the good work went on, new fields opening up and new opportunities developing for the extension of the kindergarten idea. Since those early days Mme. Kraus has given lectures at various summer schools, including those of Chautauqua, Martha's Vineyard, the Summer School of New York University, the University Extension Center of University Alumnæ, Normal College, New York City and her own Extension Courses.

For some years, while still conducting the training courses she has not carried on the kindergarten personally. Those who have visited a kindergarten over which she was the presiding genius, speak in unbounded appreciation of the rarely beautiful spirit which prevailed. Inspiring as she is in her classes of older students, she was equally inspired in her work in the kindergarten proper. She succeeded in fashion, rare even for kindergartners, in combining joyousness, simplicity, and a truly childlike spirit with wise and sympathetic supervision and control.

Is it not the many years of direct life with the little children which has kept her so youthful all these many years? For she is still young and enthusiastic, still active in the cause she has loved so well and faithfully, even so recently as 1903-04 her Training School becoming affiliated with the University of New York City.

She has seen vast changes take place in educational thought in the city of her adoption, changes in large part due to her influence. For New York City now maintains more than 600 kindergartens in its public-school system, and many training schools and private kindergartens have sprung up to answer the needs of a growing city, an increasing population. And not New York alone; from her school have gone forth pioneers who have carried the message to other cities and created new centers of inspiration. Among these children of her spirit are: Miss Blow, Dr. Merrill, Mrs. Hughes, President of the I. K. U., Dr. Ida Emily Conant, Professor of Psychology at Normal College, Miss Anna E. Harvey and others.

Mme. Kraus was president of the kindergarten department of the N. E. A. in 1899-1900, and belongs to several local associations as well as the General Kindergarten Union of Germany. She is thus truly representative of the International principle for which our Kindergarten Union stands.

Adelphi College Kindergarten Training School, Brooklyn

A DELPHI COLLEGE, in the Borough of Brooklyn, N. Y., is one of the few institutions (tho these are growing more common) which presents the opportunity of a continuous education beginning with the kindergarten, extending thru all the grades and thru a college course as well. We find the beginnings of this institution dating back to the fall of 1863, when John Lockwood opened a school for boys, with eleven pupils.

The building in which the school held its first session stood near Fulton street, at what was then No. 336 Adelphi street. Soon the school occupied the buildings at Nos. 338 and 340 Adelphi street. The numbers have now been changed in that locality, and some of the buildings have been changed also, but it is believed that No. 338 is still in existence as No. 412.

Mr. Lockwood displayed unusual abilities as a teacher, and during five years the number of pupils increased more than forty fold. *A number of citizens of Brooklyn* resident in the Hill section took an active interest in the development of the Academy, and gave material assistance to Mr. Lockwood in securing the ground for a new building, and in erecting and equipping that building.

The cornerstone of the original Academy building on Lafayette avenue was laid June 23d, 1867, by the Rev. Henry Ward Beecher, after appropriate ceremonies in the Clinton Avenue Congregational Church.

Mr. Lockwood's school was originally a school for boys only, but in September, 1867, an advance step was taken and girls were admitted to the classes. Since then the institution has been co-educational.

On the 12th of November, 1867, Professor Warren T. Webster began his work in Adelphi Academy, with which he remained actively engaged until his death in 1895.

In December, 1869, Mr. Lockwood's school was incorporated under the name of The Adelphi Academy of Brooklyn. The gentlemen who secured the charter from the Board of Regents transformed Adelphi Academy from a private school into a public institution.

Several of the trustees and other friends of the Academy—about one hundred in all—contributed funds from which the Western wing of the Academy building was built in 1873.

The eastern wing of the building and the assembly hall were added thru the generosity of two other members of the Board of Trustees. Later the present collegiate building was erected.

The first addition of a distinct department to the original academy was made in 1875, when the art school was organized under Prof. John Barnard Whittaker.

Mr. Pratt has given generously to the Adelphi, and we understand that when plans were maturing for Pratt Institute, its founder was desirous of in no way encroaching upon or competing with the work of the older institution, in which he was also interested. In the educational advantages they offer, therefore, we find the two institutions complementing, rather than competing with each other—a condition of things always so gratifying to the kindergarten mind.

The Board of Regents of the University of the State of New York granted a charter of incorporation to Adelphi College, June 24, 1896.

At this time, therefore, there are four distinct schools existing upon the original foundation: Adelphi Academy, Adelphi Art School, Adelphi Normal School for Kindergartners and Art Teachers, and Adelphi College.

While the Academy owes so much to the large-minded liberality of individuals, it is largely the creation and the property of the community in which it stands. The list of its benefactors is long and widely representative.

The prosperity and healthy growth which the Academy now enjoys is due in no small degree to the co-operation, loyalty and generosity of its growing list of graduates and other friends.

The institution stands for that moral safeguard and character-forming force, co-education, and has become a potent influence in the lives of thousands of students from the homes of Brooklyn.

In 1893-94 was taken the step which most interests us. The training school for kindergartners was established in that year. Its story is as follows: It seems that in 1889 a fire destroyed a considerable part of the building, rendering the primary department practically homeless. Pratt Institute had a small kindergarten on Vanderbilt avenue, and offered to rent it to the Adelphi if they would maintain a kindergarten. Accordingly the entire primary

department of 100 children took possession of this building. They remained there a year, and when they rebuilt in the fall of 1890 they decided to retain the kindergarten, and sent to Boston for a kindergartner, securing the services of Miss Lillie A. Vose, who remained a year and then resigned upon her marriage.

She was succeeded by Miss Marie C. Dietrich, known later as Mrs. Hornby. Mrs. Hornby was followed by Miss Anna E. Harvey, who is not only kindergarten director of the little ones, but is superintendent as well of the flourishing Kindergarten Normal School.

The training school was established in 1893-94. It gets its clientèle largely from the city residents.

The first class of the Normal School was graduated in 1895 with nine members. At present 109 graduates are teaching, 83 in the public kindergartens of New York City.

The Adelphi Normal Kindergarten Alumnæ Association was organized in 1896.

This Association maintains a free kindergarten in connection with the Ridgewood Household Club, 333 Bleecker street, Brooklyn.

The students practice in the Alumnæ kindergarten and in other kindergartens as well.

The present faculty are:

Charles H. Levermore, Ph.D., President; John B. Whittaker, Superintendent of the Art School and Professor of Painting and Drawing; Anna E. Harvey, Professor of Froebelian Theory and Methods, Superintendent of the School for Kindergartners and Secretary of the Faculty; Frederick W. Osborn, B.A., M.A., Professor of Psychology and Philosophy; Elizabeth V. Gaines, B.A., M.A., Professor of Biology; Ernest N. Henderson, B.A., M.A., Ph.D., Professor of Education; Annie Marion MacLean, Ph.D., Professor of Sociology; Louise Both-Hendriksen, Instructor in the History of Art; Freda M. Brunn, B.A., Instructor in Psychology and English; Frances H. Flagler, Instructor in Physical Education; Carolyn Stanford Kibbe, Instructor in Vocal Music; Anna Gertrude Morse, Instructor in Manual Training and Drawing; Eliza M. Mosher, M.D., Lecturer upon Hygiene; N. Louise Roethgen, Instructor in Methods; Sarah E. Scott, M.A., Instructor in Theory of Education; Edwin Platt Tanner, B.A., Instructor in History.

The training school draws some of its teachers from the faculty of the college, and this naturally imparts a broader outlook to the

student's viewpoint. The kindergarten work leads up into the primary, and this also affects for good the specifically kindergarten training. Miss Harvey studied with Mme. Kraus-Boelté, and a happy, wholesome atmosphere pervades her domain.

She has made special efforts to bring nature in a large way to the children of the city.

In the fall they have a terrarium in which the children may observe the caterpillars and other animal life preparing for the winter siesta. At another season they have a large cage put up which reaches to the ceiling, and in which the home life of doves can be watched. The children see the entire process of the rearing of the young, and the size of the cage permits of a certain freedom of flight.

At Easter time a bunny makes his home in the kindergarten, and sometimes children are permitted to carry it home over Sunday.

Tadpoles and other interesting creatures appear also in the spring.

Miss Harvey is a member of the finance committee local of the I. K. U. Miss Harvey, Miss Fitts, of Pratt Institute, and Miss Curtis, supervisor of public school kindergartens, all unite in harmonious co-operation in the field of work offered by their common borough.



Courtesy Pratt Institute

**FREE KINDERGARTEN UNDER KINDERGARTEN
SOCIETY—PAPER CUTTING—FREE WORK
AFTER VISIT TO THE PARK**

Pratt Institute and its Department of Kindergartens

PRATT INSTITUTE, we read, was founded in 1887 by Charles Pratt, of Brooklyn, to promote manual and industrial training, cultivate literature, science and art, and generally to foster all those principles and habits which make for right living and good citizenship; to aid those willing to aid themselves and to develop self-reliance and capacity. The founder's personal motto, "Help the other fellow," since adopted by the Art Department, seems singularly fitting. It is not, however, the motto of the Institute, which is, "Be true to your work and your work will be true to you."

The buildings, located on Ryerson street and Grand avenue, between Willoughby and De Kalb avenues, are beautiful in architecture and are thoroly well equipped. They consist of the main building (six stories high), and the following other buildings: high school, the thrift (a bank), gymnasium, chemistry, electricity, kindergarten, and the men's club. The very attractive kindergarten building is on the corner of Willoughby avenue and Ryerson street. In this are found the kindergarten room for the little people and the class rooms, offices, etc., pertaining to the training school.

The kindergarten room proper is a bright, sunny room on the second floor. It is made attractive by plants, a goldfish tank and carefully selected pictures. The arrangements in the dressing room for the children are of Lilliputian height and size, complete in every detail, even to individual drinking glasses, and they are in charge of a refined attendant. In the yard adjoining the building are the individual gardens of the children and a tiny model cottage, the playhouse of the children. This cottage was built in the Institute shops by boys as part of their regular work, and was then bought by the Kindergarten Department.

In the assembly room, on the main floor, we see how the question has been solved of exhibiting kindergarten and art work in such a manner that the walls will be kept intact and always present an attractive appearance. One wall is covered with lattice work, pleasing in color, the strips of wood being about an inch wide. This decorates the room, and pictures or what not to be displayed may be pinned upon it without injury to it or to the wall.

The training school has an interesting and unique collection of

toys from abroad and home, and also a permanent exhibit of kindergarten work, the product of both normal students and children of the kindergarten and connecting class.

The Kindergarten Department of Pratt Institute was formally established in 1892, but as early as 1889 it supported a small kindergarten in the Studio Building on Vanderbilt avenue. That year there was a fire at the Adelphi Academy, and Mr. Pratt offered to rent them rooms in the Studio Building until repairs could be made in the Adelphi building. The offer was accepted, and the Primary Department of Adelphi, then consisting of one hundred children, was transferred. The Adelphi Academy rebuilt in 1890, and established their own kindergarten, the inference being that they had received an object lesson in kindergarten work.

The opening of a Kindergarten Department at Pratt Institute was in response to a general demand for good kindergartners, and in an effort to meet other manifest needs new courses were continually being added to the regular work, and new features of the work developed. The work was organized by Miss Hannah D. Mowry, Miss Alice E. Fitts in charge of the training class and model kindergarten. The next year Miss Fitts was placed in charge of the department, and has remained so ever since.

The Pratt Institute mission kindergarten was opened in 1892 with three children in attendance. This kindergarten was on the corner of Willoughby and Classon avenues, and was in charge of Miss A. E. Fitts, who was also conducting the training classes. In two weeks the limit of its numbers was reached. The same month the training class was organized, with thirteen students in attendance. A mothers' class, consisting of thirteen members, also was started for training mothers in regard to Froebel's principles as applied to the home.

The same year and the next the kindergarten referred to was used as a kind of laboratory for the students of the training class, who had greatly increased in numbers. The mothers' class also continued, instruction in theory and in the Mother Play being given, leading to conference meetings in which children's needs were discussed. In 1894 a class for nursery maids was organized which gave courses in the theory of the kindergarten and Mother Play, instruction in gift work, in stories, with hints about books, an opportunity to play the games, and also ideas about the proper physical care of infants, such as how to properly bathe, rub and dress a

baby. This class was not limited to those for whom it was especially designed, and many teachers availed themselves of an opportunity to get some idea of kindergarten methods at a time when it was possible for them to attend.

November 6, 1893, a kindergarten was opened by Pratt Institute in Public School No. 12, 30 children enrolled, Mrs. Langzettel in charge. The second year, 1894-95, Miss Mary D. Runyan



PRATT INSTITUTE MODEL KINDERGARTEN GARDENING

took charge of this kindergarten, Mrs. Langzettel taking charge of a private kindergarten opened by Pratt Institute in response to a petition presented by the members of the mothers' class. This kindergarten was at 166 Willoughby avenue, and continued there until 1902, when it was transferred to the new building.

That year Pratt Institute also established a free kindergarten in Public School No. 12, with Miss Mary D. Runyan in charge. This marks the first public school kindergarten in Brooklyn, and was established to demonstrate the feasibility of having kindergartens opened in connection with the public schools.

In the spring of 1895 a morning course for teachers and nurses was opened, Miss Fitts giving eight lessons upon the following subjects: How to Use Sand, Indoors and Out; How to Use Clay; Soapbubbles; a Walk in the Country; Games for Indoors and Out; Stories; How to String Seeds and Use Nature Materials; and How to Use Building Blocks.

In 1894 we find another very interesting and unique experiment. This was the first of the annual nine-day educational excursions which now take place every year, giving the seniors the opportunity for direct intercourse with Nature in the first or second week of May, when she is at her loveliest, and when the young of birds and



PRATT INSTITUTE CONNECTING CLASS. FREE BRUSH WORK. "A FIRE"

of the farm animals are to be seen in their appealing helplessness. The first excursion was to Glen Cove, L. I., where 14 young women, under the charge of Miss Fitts, reveled in the opportunities of studying sea and shore at first hand. Since 1898 Huntington, L. I., has been the point of attraction, offering delightful studies of life on land and in water. Early morning birding expeditions are taken under a competent leader, Mr. Frank Johnson, who is an expert in ornithology. He prepares the young women to see intelligently by having them previously study the many specimens of birds which he owns and lectures upon. Dr. Watson, the instructor in science, takes them on trips to find what field and brook offer for study and comparison. The art teacher also conducts sketching tours, and an hour a day is given to the study of "The Education of Man," under the direction of Miss Fitts, and daily naps are insisted upon, that the week may not overtire the girls. Boat rides, drives, explorations of the fascinating bays and inlets of the Sound, make the hours fly all too quickly. For the benefit of others who may wish to make similar outings, Miss Fitts gives the benefit of her experience. By starting from the city on one Saturday morning and leaving Huntington Monday morning a week

later, a nine-days' trip is made at a cost of \$10. This does not include the passage money which has always been donated. A hotel which has regular rates of \$2.50 a day will make the reduction indicated, because of the numbers and the season of the year. Miss Fitts warns any others who may be induced to try this plan of giving nature work on the spot that it is well to seek for a place which may be sufficiently well heated, for warmth may be needed at this early season. A physician should be available for emergencies, and the place should be accessible to churches, and should afford a glimpse of animal life on the farm, a phase of nature which many young people are lamentably ignorant of to-day.

But to proceed with our history: In the spring of 1894 the graduating class established a settlement kindergarten in the Astral Building at Java and India streets, Greenpoint. The second year, when the classes were small but enthusiasm was great, \$900 was earned in various ways by these enterprising young women to support the kindergarten. The Alumnæ has since supported the kindergarten, with some assistance from the Institute as to the matter of rent, etc. The director of the kindergarten is voted for by the Alumnæ at their June meeting, and is always from among their own number. She receives a salary of \$45 a month, room and board free. Mothers' meetings are held and calls at the homes of the children are made. It is genuine settlement work.



PRATT INSTITUTE. MODEL CONNECTING AND CONSTRUCTIVE WORK. CHILDREN
6-7-8 YEARS OF AGE

Public opinion is necessary for the continued support of any work, and those interested in developing and introducing the kindergarten in Brooklyn sought to develop an interest in the subject by giving a free lecture course on kindergarten subjects by prominent workers. These were given at Pratt Institute. In 1891 a group of people organized the Brooklyn Free Kindergarten Society, being composed of representatives from public, private and mission kindergartens. In 1896, Miss Mary H. Waterman was asked to supervise these kindergartens, one-half of her salary being paid by Pratt Institute. In January, 1905, Miss Geraldine O'Grady succeeded Miss Waterman and is now in charge.

Pratt Institute has always followed a twofold plan in the Kindergarten Department, in that it maintains a model kindergarten for the children and training classes for adults. At first the training classes occupied one room in the High School building, with its free kindergarten on Willoughby avenue. The next year it required two rooms. When the library building was erected, leaving vacant the rooms on the north side of the main building, the Kindergarten Department moved into these and remained there until 1902, when the beautiful new kindergarten building was erected at 183 Willoughby avenue.

Miss Alice E. Fitts, who has so long been director of the department, received her first kindergarten training in Milwaukee. That training, however, which has had most effect upon her work was received later at the Chicago Kindergarten College, under Miss Elizabeth Harrison. Upon completing the course, she was made instructor in the department, and continued in that position until invited to come to Pratt Institute. At one time she assisted in supervising the kindergartens of Chicago, and had experience successively as director of a creche, Italian mission, and a public school kindergarten in Chicago. She has visited the most important schools of Germany, France and Switzerland, and has attended summer schools in England. She is chairman of the Froebel House Committee, and is in close touch with the work now being done by Fraulein Heerwart. She holds herself always in readiness to take advantage of opportunities to enlarge the sphere of kindergarten influence. We have already noted the many phases of kindergarten work under her direction.

From the beginning, Pratt Institute has always held a high standard of admission—a four-years' high school training being the

chief requisite—and the kindergarten course is for two years. The students have between nine and ten months of practice in kindergarten three hours a day, five mornings a week. The first three months, the first-year students do not practice, but observe once a week in the kindergartens of the city. They also attend in the mornings a "Morning Circle" class once a week, precisely as if they were in a kindergarten, with the exception that an occasional explanation is given of the proceedings. They also attend classes in sand, clay and the use of nature materials, and here the developing method may be seen at its best. Results crude in themselves, perhaps, but showing real art feeling, are produced, and the girls find they have more power along these lines than they had dreamed of. The students are also taken on excursions each week to the parks, museums, etc., by their instructor in science. This gives an opportunity to study nature and the evolution of man at first hand.

The department employs 12 teachers, including the director. Five of these are specialists, some of whom are instructors in other departments of the Institute as well.

Among the faculty is Miss M. M. Glidden, who came to Pratt Institute in 1893. Miss Glidden, it will be remembered, has put into the concrete some of Froebel's ideas in regard to the gifts left undeveloped by him. She has analyzed the second gift, an account of which appeared in the *Educational Review* for June, 1897, and has completed the original seventh and eighth building gifts. An account of the latter is published in pamphlet form. Miss Glidden originated a beautiful "school" of circular cutting, and what is known as "leaf cutting."

Other teachers who have been active in the department, but who are now engaged elsewhere, are Mrs. M. B. B. Langzettel, Mrs. Ada M. Locke, Miss Skinner (now Mrs. McVaugh), and others. The growth of the department has been steady from the beginning, and as rapid as was consistent with high ideals. There are at present 78 normal students, 32 specials, and an alumnæ of 238. In addition, there are the kindergarten children and the members of the mothers' class.

Teachers' College—Kindergarten Department Columbia University

COLUMBIA UNIVERSITY must always hold a unique place in the affections of all teachers in that it was the first university to raise teaching to the dignity not only of an art but of a science. It did this when it took over the Teachers' College as a department upon the same par as the Schools of Law, of Medicine and of Applied Science, in 1893. The history of the foundation, growth and development of Teachers' College is a most interesting one, but too long and involved to treat in detail in our pages. We can give but the main outlines.

The story of its growth traces the progress of two different streams, which eventually became one, uniting in the present organization now housed in the large buildings on Morningside Heights.

The first steps were taken on the one side in 1880 by an organization which trained young girls in the elements of housekeeping and home-making, as a part of its plan "to promote the industrial arts among the laboring classes." This first association also issued important publications and conducted a wide correspondence within this country and with Europe, China, Japan and India.

But results did not satisfy those most interested, and in 1884 the old organizaion was dissolved and a new one launched under the name of the Industrial Education Association, with the aim of "promoting special training of both sexes in any of those industries which affect the house and home directly, and will enable those receiving it to become self-supporting."

Even at that early date the founders forehoped—if we may coin a word—the eventual introduction into the schools of domestic and industrial training, not for their trade school value, but because of their educational importance. They felt at that time what many others believe now, that such elements in the public schools may become "the very salvation of the school system itself."

Among the early sponsors for this work are found the names of President Barnard of Columbia University, General Alexander Webb, President Daniel C. Gilman, William E. Dodge, and Miss Grace Dodge, William F. Bridge, William F. Potter, Mrs. Peter M.

Bryson, Hon. Seth Low and corresponding members from foreign countries as well as at home.

In 1887 a children's exhibit was held to show the public what had already been accomplished toward incorporating manual training in a school curriculum.

The interest aroused in manual and domestic training naturally resulted in a demand for teachers, and it was to fill this demand that the Association first began to organize its normal classes. It was from the first determined that such a scheme should "assume the proportions of a training college," and the search for the educator to competently take such an undertaking in charge resulted in a call to Dr. Nicholas Murray Butler, who became president of the association, and straightway began the work of organizing the college.

Having outgrown their first building in the fall of 1887, the school was moved to 9 University Place.

The strictly philanthropic ideal had meanwhile been superseded by one more purely making for educational reform, and the college which was "at first one of the departments of the association, soon absorbed that body and became its legal successor with a charter of its own."

Under the name of "College for the Training of Teachers," work began with a faculty of five teachers, one of the departments being that of kindergarten methods, under the direction of Miss Angeline Brooks. The two years' course included observation in a model school. While the training of teachers under the old association had had the teaching of manual training specially in view, we read that: "The college undertook to train teachers able to teach manual training in connection with other subjects as a part of regular school work; it thus proposed to work within the schools, not outside of the schools. A school of observation and practice which should be complete, and should illustrate the teaching of every subject from kindergarten to college, was an integral part of the original plan."

Following up the other stream to its course, we find that President Barnard, in his annual reports for 1881-82 had been broaching the idea of education as a university study, stating that "education is nowhere treated as a science, and nowhere is there an attempt to expound its true philosophy." These discussions were the germ of an idea which also found expression in the Teachers' College. The plan of such a college was worked out in detail and submitted

to leading educationists in Europe. To all it seemed that such an undertaking would mark a memorable step in the history of education. Public lectures upon the history, practice and principles of education proved that New York was ready to take advantage of any such opportunity as should be offered. After full conference with President Barnard it was decided that it would be easier to build up a teachers' college outside the university than to undertake at that time its establishment under the control and at the expense of the trustees.

And when ready to put their plans into practice the Industrial Education Association was right at hand with its organized school and its valuable experience, ready to serve as the nucleus of the new departure.

The school and the college grew so rapidly that as early as 1881 we find the acting principal, Dr. Walter L. Hervey, in his annual report to the trustees, making a plea for a new site and new buildings, in order to carry on the work adequately to its opportunities. The new site chosen in response to this appeal was on what was then known as Bloomingdale Heights, but to the visiting kindergartners and others to-day is Morningside Heights.

The kindergarten department of Teachers' College was first organized in 1887 by Miss Angeline Brooks, when it was still down town in University Place. The kindergarten idea was pretty much an unknown quantity at that day and Miss Brooks not only carried on the work of kindergarten and training school, but propaganda work as well. She was an initial member of the Free Kindergarten Association, and generously gave time and strength to in a measure advise and direct the young women who were in charge of the different kindergartens of the association. She did a great deal of writing and lecturing along missionary lines, and would also arrange to bring to the college leading kindergartners to lecture to the students. Miss Peabody at one time addressed the training school.

Her graduates formed an *alumnæ* association, which still exists, and it raised money in various ways, often eked out by a generous contribution from Miss Brooks herself, to maintain a free kindergarten. This was held in St. Mary's Church, which gave a room, furnished in large part by Mrs. Bryson. This kindergarten became the nucleus of the experimental Speyer School of Teachers' College.

Miss Brooks resigned in 1896, after many years of splendid pioneer work in the early days of difficulty and discouragement. Her

years of devotion and high endeavor found fruit in the steadily growing interest in the kindergarten; in the better understanding of its principles and purposes by the general public. The results of those years testify to the wisdom of those who chose Miss Brooks to be the training teacher of the school in its infant days—those days that require special insight and wisdom on the part of the nurturer.

Miss Brooks was succeeded by Miss Mary Duncan Runyan, another woman of rare powers, of fine culture and native nobility of character.

Miss Runyan was born and educated in St. Louis and taught there for fifteen years in kindergarten and primary schools. She is still remembered in the poor German district, where she taught more than twenty-five years ago.

Coming East, she spent a year as instructor in the normal classes at Pratt Institute and as director of one of its kindergartens. The fine results of her work with the children brought many grade teachers to believe in the kindergarten.

In 1896 she was called to Teachers' College. One who loved her is quoted as saying, relative to her work here, "She had unfailing enthusiasm and faith in her work. Her deepest anxiety was to maintain both its strength as a specialty and also its breadth of interest in relation to the rest of college work."

In 1903, her sabbatical year, she was given a leave of absence for rest and recuperation. She went abroad, and after some time spent in the delights of travel, which her past years of study and culture had prepared her to appreciate to the full, she was stricken in Venice with a fatal malady and died there after a seven-days' illness.

Perhaps the most fitting tribute to her rare and rich personality is found in the words taken from "A Letter to a Mother," which are said by the author to be a picture of Miss Runyan. See page 306.

We regret that the lack of space forbids our quoting from the addresses at the memorial services—the tributes from Dr. Mabie, Dr. Butler and Prof. Woodhull—to her rich and beautiful character. At the time of her death she was the only university professor of kindergarten teaching.

The eight tubular brass Tiffany chimes at the entrance door to the beautiful Milbank chapel, are a memorial from the Kindergarten Alumnæ Association to Miss Runyan.

Dr. John Angus MacVannel succeeded Miss Runyan as head of

the kindergarten training department. He is also adjunct professor of philosophy of education. Others of the kindergarten faculty are: Miss Kate McMahon, instructor and principal of the Horace Mann School; Louise Christine Sutherland, Frank M. McMurry, professor of elementary education; Edward L. Thorndike, professor of educational psychology; Paul Monroe, professor of the history of education; John Dewey, professor of philosophy; Arthur W. Dow, professor of fine arts; Charles H. Farnsworth, adjunct professor in music; Grace Cornell, instructor in fine arts; Caroline Crawford, instructor in physical education; Susan E. Blow, lecturer in kindergarten education; Laura Fisher, lecturer in kindergarten education; Patty S. Hill, instructor in kindergarten education and supervisor of the Speyer Experimental School; Miss Grace Fulmer, instructor in kindergarten education and supervisor of Horace Mann Kindergarten.

In 1892-93 the formal affiliation took place which united Columbia, Barnard and Teachers' College. It was in 1897 that Columbia left its old quarters in Forty-ninth street, East, and took its place on the Heights by the side of its child by adoption.

The president of Columbia University is *ex officio* president of the Teachers' College, the latter being represented in the University Council by the Dean, Dr. James E. Russell who is president of the local committee of the I. K. U.

The Teachers' College is a beautiful building, worthy of the life to which it is consecrated. The Horace Mann School (the model training school, which adjoins it) is equally pleasing in architecture. The latter is especially fortunate in its beautiful chapel with the rich-toned pipe organ.

Casts and pictures, the gifts of generous friends adorn the walls of both buildings, and the Bryson memorial library is rich in books, especially those which will in any way serve the student of education. The students have access also to the splendid and complete library of the University, which has an especially valuable collection of books on art. The Horace Mann School includes kindergarten, elementary and high school grades, each department being in charge of a principal who ranks with directors of departments in the college. It is a pay school and serves the college as model school.

The Speyer School is the college experimental school. It is under the immediate supervision of the college professor of the theory and practice of teaching. Both schools are under the general

direction of a superintendent of schools. The experimental school gives free tuition to the children of the neighborhood who cannot continue their studies beyond the elementary grades. It has kindergarten, elementary school and classes in sewing, cooking and manual training.

Altho far up-town the college is easily accessible, by means of electric lines, one on Broadway, one on Amsterdam avenue, and also by the subway, which conveys from the City Hall in less than half an hour by express train. For the benefit of the stranger, we give warning that there are two lines which separate at Ninety-sixth street, one going north by way of Lenox avenue and one by Broadway. Those aiming for the University must take the Broadway line or they will find themselves blocks away with a steep hill to climb before they gain the heights.

The visitors from the still youthful West will be interested in a few details about the great educational institution, which dates back to pre-Revolutionary times. The college was founded in October 31, 1754, under patents from Charles II., and was known as King's College. The governors then named were the Archbishop of Canterbury, the Governor of the Province, certain officers of the crown, *ex officio*, the Rector of Trinity and the Ministers of the Reformed Dutch, Lutheran, French and Presbyterian Churches for the time being, and twenty-four residents of the city. In 1784, just thirty years after its foundation, it was reorganized by act of Legislature of the State of New York, which changed the name to Columbia College. The University system, which has gradually grown up, was first officially established in 1896.



The Elliman School

THE ELLIMAN SCHOOL was first opened in 1884, and is now in its twenty-fourth year. It has always had as its aim the individual development of the child, lending itself readily to any progressive movement that was calculated to attain that aim.

The school is located at No. 167 West Fifty-seventh street, opposite Carnegie Hall, and is easily reached by Broadway, Boulevard, Amsterdam, Eighth and crosstown surface lines and Sixth avenue elevated.

It is open to both boys and girls, and includes a primary department.

The methods used are in touch with modern thought, and much attention is given to nature study. Teachers of experience are in charge of each branch of the department, and lessons are so arranged that the pupils may accomplish their study during school hours. Physical culture and gymnastics, which will be given in every grade, in addition to the clay modeling, basket weaving, cardboard construction, free cutting, color work, drawing and other manual training, give an opportunity for securing co-ordination of mental and bodily powers. Dancing classes are formed if desired.

The entire elementary department recognizes the foundation laid in the kindergarten. It aims to give the elements of a liberal education by means of a curriculum planned to afford a broad, intelligent outlook, and methods which tend to develop individuality, self-activity and poise. The class is limited to twenty-five pupils.

In the kindergarten normal department the course extends over one or two years, and this may be followed by a post-graduate course. It is given the usual kindergarten subjects. Observation and practice are considered essential, and a number of kindergartens are open to the students for this purpose. The diploma given upon completion of the course receives state recognition. The class is limited to twenty-five.

Mrs. Elliman, now Mrs. Sayre, studied with Miss Mary L. Van Wagenen.

It is always interesting to note how each training school, as is the case with each class or group of children or students, has certain distinguishing features. Miss Elliman's school has a large

clientèle derived from the South, many Southerners coming to the school as students.

One of the graduates of the school, Miss Louise Anketell, has established a normal training school in Belfast, Ireland, which, at first met with the usual obstacles and opposition, but which has proved itself and has established itself upon a permanent basis.

Miss E. A. Fleming is now acting principal of the Elliman school.



ASTRAL KINDERGARTEN SUPPORTED BY PRATT KINDERGARTEN DEPARTMENT
ALUMNÆ

The New York Froebel Normal

THE New York Froebel Normal consolidates the Froebel Normal Institute, for ten years at 48 Irving place, and the Teachers' Institute, conducted by Dr. E. Lyell Earle, at 130 Manhattan avenue.

The Froebel Institute had made a specialty of training kindergartners, and has an alumnæ of nearly two hundred and fifty, most of them holding responsible positions in city and state schools.

The Teachers' Institute courses have included over three hundred city and state teachers in primary, grammar, high school and training school positions.

Both of the foregoing features are incorporated in the New York Froebel Normal. It places equal emphasis on kindergarten and primary training courses under the supervision of Miss Harriette M. Mills, and on Teachers' Extension courses for all city and state licenses under the direction of Dr. Earle.

There are correspondence courses as well as the regular local courses taken by teachers who wish to fit themselves to secure these licenses.

The courses are approved by the Education Department, state of New York.

The Normal conducts a model kindergarten under the direction of Miss Mills, a primary department and an academic department for all teachers' subjects, for regents' or college entrance examinations.

The aim is to give students an equipment for successful work as specialists in the field of elementary education. Instruction is given along broad, progressive lines, emphasizing the necessity for clearly and thoroly developed knowledge of general educational principles before there can be any adequate adaptation of them in the special methods of kindergarten and elementary education.

The school stands for the nurture of child life thru the encircling of the natural "experience knowledge" possessed by means of play, music, stories and appropriate mediums for the expression of children's interests.

The Normal accepts the point of view of genetic and dynamic psychology, which affirms that in feeling, instinct and impulse are

found the possibilities of volitional and intellectual development,—that higher mental powers emerge out of the life of feeling and disposition.

The course of study requires of the student technical and practical control over the resources of children's play, music and literature.

The program of studies for the junior year has been arranged with the destined purpose of affording the students ample time for the mastery of these most important subjects in elementary education.

The New York Froebel Normal stands for the simplification of all that pertains to the kindergarten. Instruction is given in all the technical subjects of the kindergarten. There is a wise elimination of obsolete and decadent phases of the Gift and Occupation work, which are based on faulty psychology, and obviously belong to another age and civilization. The gifts will be presented as means to social and socializing experience. An attempt is made to conserve all that is best in the Froebelian philosophy in the light of twentieth-century conditions and needs.

In its model and practice kindergartens (seventeen in number) the Normal offers its undergraduate students exceptional opportunities for observation and practice teaching, and offers its graduate students advantages of observation and experiment under normal conditions guided by expert leadership.



TRAINING CLASS N. Y. FROEBEL NORMAL

The Normal conducts a graduate department where those who have completed the regular two-years' course, or other teachers, may pursue courses of advanced work, either in preparation for higher city positions or for kindergarten supervision or organization.

This department is under the special charge of the principal, Dr. Earle, whose experience in practical school work makes him specially fitted for helping teachers therein.

Extension courses are given after school hours, evenings, and on Saturdays, covering post-graduate subjects in kindergarten and primary theory and practice, organization and supervision. These courses may be made to count toward city and state credit, and are particularly designed to enable teachers to pass city and state examinations, and to assume the position of kindergarten supervisors and critics in city system.

There is also a primary and an academic department.

Miss Harriette M. Mills, the head of the kindergarten training department, is a native of Connecticut, receiving her first kindergarten training in Columbus, Ohio, with Mrs. Lucretia Willard Treat and Mrs. Lydia Coon Brown (recently retired).

Upon graduation, Miss Mills became one of the faculty, remaining in that place for six years, and receiving also the daily inspiration which comes from actual contact with the children, for she taught during this period in both public and private kindergar-



PLAYING BLACKSMITH, KY. N. Y. FROEBEL NORMAL

tens, being principal also of the model kindergarten. She then came to New York as critic teacher in the kindergarten department of the Speyer School, and two years later became instructor in kindergarten methods and principles in Teachers' College.

From Columbia she came to the Froebel Normal to be head of the training department.

Others of the faculty are: Edith Blanchard, A.B., assistant, department of kindergarten training; Mari Ruef Hofer, department of music; Mrs. Augusta Siener Earle, instrumental music; Mary C. Mills, assistant in graduate department; Robert Dulk, department of art, free-hand drawing and story illustrating; Lillian Lamson, department of speaking-voice culture and oral English; Alice E. Montgomery, department of manual training; Rose K. Witter, principal of academic department; F. Meunch, Ph.D., French and classical languages; John Swenson, A.M., mathematics; Walter C. Schaefer, A.B., German.

The course includes special lectures by Miss Sutherland, of Teachers' College, on the gifts and occupations; Miss Maud Lindsey, on story-telling; Dr. Henderson, of Adelphi College, on educational theory, and Dr. Daniel Snedden, of Teachers' College, on school practise and management.



KINDERGARTEN NEW YORK FROEBEL NORMAL

Public Kindergartens in the Borough of Brooklyn

New York City for some years included not only Manhattan, but what are now known as the boroughs of the Bronx, Richmond, Brooklyn and Queens. Brooklyn and Queens are across the East River on Long Island, and Miss Fanniebell Curtis is kindergarten supervisor of these two boroughs. She is secretary of the local committee of the I. K. U.

Miss Curtis is a graduate of the State Normal School of New Britain, Conn. She became assistant in the kindergarten of her *alma mater*, and at this time made a special study of primary methods, having charge as well of a connecting class. This interest in the grades above the kindergarten she has always maintained. She has had charge of the kindergarten department of the Willimantic, Conn., State Normal School, and after three years of service there she resigned for further study along educational lines.

In 1893 she was called to Newton, Mass., and here she supervised the kindergartens of six adjoining towns. She was then called to take charge of the kindergarten department of the New Britain State Normal, where she had a training class and kindergarten as well. She was called to Brooklyn in 1897 to be supervisor of kindergartens.

After getting her Brooklyn work well organized she went abroad, spending six months in Europe.

When the I. K. U. met in Brooklyn in 1900 we read that 23 kindergartens had then been established under her supervision of two and one half years.

According to the latest report of Miss Curtis as supervisor of the boroughs of Brooklyn and Queens, there are now nearly 300 kindergartens in those boroughs. The majority of the kindergartners have mothers' and parents' meetings in connection with their daily work. There are 116 organized mothers' clubs, which from September, 1905, to June, 1906, held 824 meetings, with an attendance of more than 21,000. Miss Curtis considers the relationship thus established between home and school as of inestimable value.

The visits in the home are made with discretion and in a man-

ner which guards against any idea of intrusion. She recognizes, as do all those familiar with kindergarten work and kindergarten influence, that a distinct "advance in the type of work is possible thru an intimate knowledge of the home life of the individual child and his mother."

Nature work also has an important place in the kindergartens under Miss Curtis' supervision. There are 128 out-of-door kindergartens in her domain, and Public School 48, Borough of Queens, has an individual out-door garden for each kindergarten child.

Miss Curtis had prevailed some years ago in securing from the Brooklyn School Board a by-law insuring that in future in all buildings erected for primary or intermediate grades one or more rooms should be constructed and furnished suitably for the occupancy and use of a kindergarten.

She is gifted as an organizer, and this, combined with her wide experience and executive ability, makes her a most efficient officer in her chosen field.



PRATT INSTITUTE MODEL KINDERGARTEN. FREE WORK IN CLAY AFTER
VISIT TO THE BLACKSMITH'S

The Men Who Have Helped the Kindergarten in New York City

JENNY B. MERRILL, PD. D.

IT is the purpose of this article to call attention to the men who have helped the kindergarten cause in New York City, for we count ourselves to have been more than usually fortunate in the co-operation of strong men and strong women in the establishment of our kindergartens, and we believe our kindergarten standards have been essentially affected by this co-operation.

In the March number of this magazine Miss Orcutt reviewed the early work of Dr. Hunter, of Professor John Kraus, Dr. Heber Newton, Dr. Rainsford and Dr. Adler, and noted the fact that eminent lawyers, judges and physicians, as well as clergymen, were led by their own little ones in Mrs. Kraus' kindergarten to advocate the cause.

I remember hearing one of these clergymen say in addressing the Kraus graduating class of 1874: "I think we older folk were born too soon, for we have missed the kindergarten ourselves, but we can work for it for the little ones of to-day."

It has always been a matter of both surprise and interest to me that the New York Kindergarten Association was organized thru the efforts of a young man, a lawyer.

I have in my possession the following letter from this lawyer, explaining his method of procedure in organizing the society:

NEW YORK, March 30, 1895.

DEAR MISS MERRILL:

I have your letter of the 28th, asking me just what "moved" me to undertake the formation of the New York Kindergarten Association. While it is somewhat difficult to give all the reasons, the immediate cause may be said to be an article published in the *Commercial Advertiser* at the opening of the public schools in the Autumn of 1888, whereby it appeared that some thousands of little children in this city had been turned away from the school doors for want of room.

This was discussed by Mrs. Remsen and myself the same evening, and we agreed that it was my duty to do something, but what that something was we did not know. Hence investigation of the school question followed. The result was a conviction that a state could better afford to make good citizens than to reform bad ones,

and that the most economical means to that end was the kindergarten.

After that conclusion had been reached it was simply a question of getting the properly interested persons together to take united action, but this was not accomplished without difficulties and discouragements. At one time the project seemed almost certain to fail. Finally, however, Dr. Wylie, Professor Goodwin and Rev. Leighton Williams became interested, and met one evening at our house and discussed matters. We then all set about interesting others, and used for that purpose E. Steiger & Co's kindergarten tracts, which were very effective.

Miss Grace Dodge sent us to Miss Brooks, and thru her we found Mr. Gilder. After that all was comparatively easy, and we had our first meeting at 9 University place on May 14th, 1889, at which time I believe you were present.

I think you can find the copies of the documents relating to that meeting, and from that time on that were issued by the Association in a scrap-book in its office.

Yours very truly,

DANIEL S. REMSEN.

Having "found Mr. Gilder," as Mr. Remsen writes, "all was comparatively easy," for Mr. Gilder became the first president of the New York Kindergarten Association.

The three years' presidency of Mr. Richard Watson Gilder was a great boon to our city. As editor of the *Century Magazine*, as sweet poet of our city, as chairman of our Tenement House Commission, he has united most graciously the forces of a literary man and a man of affairs.

It was he who led a united committee of the Kindergarten Association and the Normal College Alumnae Association to the Board of Education and later to the Mayor's office—and it was he who years later made that exhaustive address upon "The Kindergarten an Uplifting Social Influence in the Home and the District." It is he who continues to inspire us every time we read:

"In the child-garden buds and blows
A blossom lovelier than the rose,
If all the flowers of all the earth
In one garden broke to birth,
Not the fairest of the fair
Could with this sweet bloom compare."

When Mr. Gilder retired from the presidency of the New York Kindergarten Association Dr. Hamilton W. Mabie, the distinguished vice-president, succeeded him, and again a man of influence in the literary world was secured as presiding officer. Dr. Mabie has

continued as president of the Kindergarten Association for fourteen years, giving strength, permanency and unity to the organization.

The New York Kindergarten Association has been an effective influence in the city, not only in maintaining its own philanthropic kindergartens, but also in educating the community and in constantly urging the extension of public kindergartens and the maintenance of a high standard.

Since 1896 the New York Kindergarten Association has been aided and honored by the name of Dr. Nicholas Murray Butler as one of its vice-presidents. Dr. Butler has, moreover, been a power in helping to secure proper school legislation. He has given able addresses, notably the one at Los Angeles upon invitation of Mrs. Maria Kraus-Boelté, when she was president of the Kindergarten Department of the N. E. A.

Since the introduction of public kindergartens every president of the Board of Education has supported them heartily. Ex-Mayor William H. Wickham, Mr. Adolph Sanger, Mr. Chas. Bulkley Hubbell, Mr. John Greenough, Mr. C. C. Burlingham and Mr. Frank T. Babbott may be especially mentioned among the commissioners of education who have been strong advocates of the kindergarten. The labors of the last, Mr. Burlingham and Mr. Babbott, cannot be overestimated.

When the first public kindergartens were opened, there being no supervisor, the City Superintendent, Mr. John Jasper, appointed Superintendent N. A. Calkins and Superintendent Edward Farrell to attend to the details of organization. These men set high standards in the selection of rooms and supplies, and gave freedom to the kindergartners in the special methods of the kindergarten. Mr. Jasper always sustained the kindergartners against unnecessary encroachments of the school.

A little later Mr. George W. Davis, Dr. A. P. Marble and Mr. A. W. Edson were appointed a Committee on Manual Training and Kindergarten by the Board of Superintendents. All matters, including the nomination and transfer of kindergartners, were considered by this committee before being acted upon finally.

The good judgment and sympathetic interest of these men guided the cause at a critical period of our history.

Mention should also be made of the men who constitute our Board of Examiners, for the standards set by their methods of both

written and oral examinations have aided in broadening kindergarten training both public and private.

During the past few years Dean Russell, of Teachers College, Prof. John Angus MacVannel and Dr. Frank McMurry have made unusually close studies and investigations of kindergarten problems.

The results of their study are being felt in the city as well as in the country at large.

Dr. Luther H. Gulick's lectures on "Play" at the School of Pedagogy of New York University have also directly aided the kindergarten cause in the city.

When Dr. Maxwell became City Superintendent one of his first measures to assist the kindergarten cause was to secure definite statements from principals and first-year teachers relative to the success of the kindergarten in the public schools.

These statements appeared as an appendix to his first annual report (1899), and stand as a guarantee of our kindergartners' excellent record and the happy relations which have been established with the primary school.

I have written at length, in the *Kindergarten Review* of the current month, of Dr. Maxwell's steady insistence upon the extension of public kindergartens thruout all the five boroughs. In his last report, issued this month, he says:

"The kindergarten gives right direction to the child's self-activity at his most plastic age, and introduces him in a happy way to the discipline of the school. The growth of the kindergarten in our public schools has been both rapid and steady. And yet there are many schools which have as yet no kindergartens.

"There are tens of thousands of children of kindergarten age who would be much better off in public school kindergartens than they are on the streets or even in their homes. It is very clearly the duty, therefore, of the educational authorities to provide kindergartens at the earliest possible moment in those schools which are not yet so provided."

While the attention of so many of our fellow kindergartners and friends all over the world is being centered upon New York City kindergartens, owing to the coming meetings of the I. K. U., we ourselves are stirred deeply by thoughts of the past, the present and the possible future of our kindergarten history. It has been good for us to review our history. Many of its features are quite unknown to our younger kindergartners, as well as to our guests.

We must take full advantage of this opportunity, not only to refresh our memories of past struggles and victories, but also "to lengthen our cords and to strengthen our stakes."

Art Work in the Kindergarten and Primary Grades

ROBERT DULK.

No. VII.

WE shall devote our efforts this month toward showing how to induce our little friends to help us in our blackboard work. As the illustrations show, the advantages lie in the fact that this work may be made communal; that is, both children and teacher taking an active part in the story-telling pictures; the educational value of this method must be apparent to all who make the effort, to say nothing of the unalloyed pleasure one can get out of the work.

Illustration No. 1 depicts a portion of a well-known Mother Goose tale, which is well adapted to this mode of presentation. Begin by laying in a gray tone over the entire space; this is best done by using the chalk flat and making perpendicular, horizontal and diagonal strokes until an even tone is gotten; then the sky line is put in by using the C stroke; the upper portion is filled in to blend



ILLUSTRATION NO. 1

with this line. The trees—but the reader knows how to proceed, since we have drawn them before, so we shall go on with the shoe which is first lightly sketched in to get proportion, after which it is touched in with soft charcoal, using the finger to blend the tones. To draw the old woman, faintly trace in the general form of the figure, then with the widest end of the chalk, sharpened to a chisel shape, put in the varied tones. We shall now call upon the children to contribute their share to this composition. Let them cut out little figures to represent the many children of the old woman, and with a dab of paste stick them on the board in their proper places. If so desired, the teacher may also have the children cut out the figure of the old woman, selecting the best one to paste on the board, and thus complete the work.

In illustration No. 2 we have a subject that will appeal to the inventive faculty of the children, for they may be led to cutting out little articles of wearing apparel and then paste (?)—"hang them on the line to dry." In drawing this composition, proceed in the same manner as in No. 1, omitting the gray tone after the sky line is in; space off the house and lay it in as indicated in the previous lesson; now draw the fence, using a piece of chalk about a half-inch long, held flat and putting but slight pressure on it, since we want it faintly indicated to get the effect of distance. To draw the washerwoman, follow the directions given for drawing the figure



ILLUSTRATION NO. 2

in illustration No. 1; the bench, tub and foreground may now be put in. In order to have a good background for the "wash" it must be dark; for this reason we will put in the middle distance with a stick of charcoal, blending it with the tip of the finger. The line and pole may now be introduced, and a few pieces of the "wash" drawn in by the teacher to indicate the size of the articles; the drawing is now ready for the children to do their part. In order to get a good assortment of material to "hang" on the line it would be well for the teacher to divide the children into little squads, one squad to cut stockings, another to cut shirts, etc.

Want of space prevents doing justice to these subjects here. For instance, in illustration No. 2 the entire house might be drawn in and the clothesline extended to any length, thus giving room for a "large wash;" also figures of children, cats, dogs, chickens and birds cut out and added to the scene. In fact the field seems inexhaustible for depicting every-day happenings. So, too, may a barnyard be represented, a spacious barn and a fence enclosing the various animals which the children may be instructed to cut out of paper. An aquarium always makes an interesting subject treated in this manner, where colored paper may be used to cut out the fishes, turtles, tadpoles, etc. Thus it will be seen that the teacher, with the exercise of a little ingenuity can bring forth material of immense value to her in her chosen field.

Our calendar for this month is a simple landscape design in three tones. Begin by marking off the rectangle and filling the space with an even gray tone which will serve for the sky, middle distance and foreground. Now, with the same chalk, using more pressure, put in the distant hill and the water; with the pointed chalk indicate the dark masses, which are then put in with soft charcoal; this done, emphasize the shore line and add a few touches under the trees with the point of the charcoal.

We are now ready for the calendar proper, mark off the space and with the eraser rub out the gray tone and proceed as in previous lessons.



ILLUSTRATION NO. 3

Recreative Games and Plays for the Schoolroom

MARI RUEF HOFER.

WATER LIFE.

THE subject of forms and movements of water of last month will naturally suggest life in the water. Fishes, turtles, frogs, pollywogs, tadpoles, even "wrigglers," have been presented by the children. It will be understood that there is no effort to represent "universal types," "ethical examples," to the children thro these. Life in all its manifestations fascinates the child. The drawing of the large or small inference always determines the caliber of the teacher. The child's joy in life and its expression should be emphasized in this play. Incidentally these imitations are exceedingly good "backbone" exercises; nerve-resting and especially good for

cases of "wriggles," "twitches" and "twistings." The following exercises were all taken from children's imitations:

A. Fishes, Large and Small.

1. Little fishes with fingers. Song, "Tiddly-winks." (Swift, darting, curving movements.)
2. Larger fishes with forearm from shoulder, hand for head. (Slower undulating movements.)
3. Large fish—sturgeon, codfish, etc. Given in upright body poised on toes, arms overhead, pointed fingers for head.
4. Buoying, swaying, like fish upright in water.
5. Fish swimming directly forward, trunk twisting right and left as in water.
6. Darting, trunk twisting right and left, bending, sinking and rising.
7. Fish floating, knee sinking and upward stretching. Feel water.

Note movements of the children and characterize them. "John makes such nice slow movements he must be a large fish. Mary must be a pollywog or a wiggler," etc. A great deal of fun may prevail and yet much good movement work be done.

B. Pollywogs and Wigglers.—These movements provoke much merriment, and make, in consequence, good relaxing and spinal exercises.

1. Fold or cross hands over chest to emphasize size of head.
2. Run about with quick, loose, wiggly movements.
3. Dart suddenly away, then quick wiggling.
4. Dart quickly and then float quietly.
5. Dart downward, drop head. Good back stretching.
6. Change pollywogs into frogs—wobble and kick out.

C. Frogs in the Pond—Use Neidlinger's and Gaynor's frog songs.

1. Small frogs, finger play with hands and arms. Let them jump to the music.
2. Large frogs, entire body. Deep knee bend, body forward, hands on floor, palms turned in. Jump lightly forward. For schoolroom give order. One, two, jump.
3. Play game with Neidlinger song. Have seats or circle for pond and let children play out the thought of song.

For getting a good springing jump and a noiseless leap suggest "come down on the soft mud or on the green grass." Let them also come down in the water with a "kersplash." The G-r-r-r-r-r of the frog makes a good vocal exercise, and should be used in the song lesson.

D. Ducks in the Pond—Talk on ducks, sounds, movements, etc.

1. Ducks walking to the water. Waddling and quacking.

2. Throwing water on themselves with bills. Head movements.
3. Hands held back used alternately for paddles. Fingers spread apart, imitating web feet.

Movements of animals, birds, people, boats on and in the water would follow these exercises. Such outlines will be fully given in the "Hand-book of Games and Recreative Exercises," now in press.

Geese, swans, sea-gulls and other water birds can be utilized for illustration if familiar to the children.

PLANT LIFE.

How much of the phenomena of growth can be dramatically interpreted and understood by children must remain an open question to be put to the test by the teacher. Quite certain it is that children love to roll themselves up into a little sleeping seed and slowly uncurl into plant, flower or tree. The little child is really very near to this great symbolism, and of the two dangers the over-scientific attitude would be worse in its effects than the sentimental. The true naturalist is always a poet. Can not this great transformation scene in nature be enacted wholesomely and without strain of imagination or truth. Is not the cold-blooded, bare stripping of fact by the adult mind as obnoxious and unpsychological as it is uncultured? Truths can remain clothed and still remain truths. Clothe a great truth or fact and you have a myth or fairytale, a poem.

A. Seed Play—Let the children, in connection with their talk on seeds, picture various ideas in regard to them.

1. Show me with your hands how the little seeds lie curled up.
2. Now let them slowly uncurl, relaxing and spreading fingers. Repeat with both hands, slowly energizing and relaxing.
3. Now show me with your fingers how the little shoots come up. Stretching up forefingers and forearm.
4. Let us plant our little seed down in front of us. Push it in, pat it.
5. Let the rain come down, tapping softly on floor.
6. And the sunbeams visit it, fingers lightly flutter in and out.
7. Then some day up come the shoots, fingers upward point.
8. They grow taller and taller, slowly, slowly up sometimes into a big tree. Children gradually rise and stand, arms raised high.

My, how very tall and straight some of you are! Some day we will play trees. Finish.

If after this initial play the children wish to be seeds and grow up to be various kinds of plants—wheat, corn, rosebushes, trees—let

them at their individual will do so. Comment on the straight stems and stalks, and the splendid way that rosebush is growing. It will soon bear flowers. Thus the danger of overintensity is avoided, and a feeling of at-homeness with the processes of nature attained which would be valuable for the remainder of his life.

TREE LIFE.

In the introductory talk about trees bring out the difference between trees and people. This will emphasize certain points in physical control which will be helpful later—viz., trees cannot move about and have roots, trunks, but not joints, such as we; branches, leaves, etc.

A. The Tree—"Before we turn ourselves into trees let us show some of the things that children can do."

1. Children can bend their knees. Hands on hips, up down, etc.

2. Children can walk. Step, step, around the circle.

3. Children can leap, hop run, etc.

1. Trees stand very tall and straight.

2. Trees have roots and take hold on the ground. Let us spread our toes like them.

3. These trees are firmly rooted and cannot be blown over. Teacher goes around and tests them.

4. Now let the wind come and blow them, forward, back, right, left, round and round.

5. Trees grow, stretching branches upward, waving.

With the older children favorite trees can be impersonated, poplars, willows, with their sweeping branches, gnarled oak and apple trees. Wherever truthfulness to nature is aimed at good physical action will result.

MAPLE SUGAR CAMP.

This story may add another chapter to the "Forest" or "Woodman" series and make a wholesome nature experience for city children. A story illustrated by an occupation, based on the personal visit of the teacher, will make it live to the children.

A. Tapping the Trees—"Now for our visit to the sugar camp. Put on your tallest rubber boots, hoods, caps and mittens for Mr. Frost and the mud puddles."

1. Trip to camp by whatever route and means the teacher plans.

2. To the sugar house, for the tools, buckets and pans. Walk.

3. A run to the trees. Selecting tree. Much discussion and free play.
4. Tapping the trees. Using the augurs and boring straight.
5. Set the augurs—in unison—round and round and round, etc.
6. Taking out augurs—unwind, unwind, unwind, etc.
7. Drive in the spouts—drive, drive, drive, etc. Now we are ready.
8. Hang up the buckets, set the troughs and pans.

B. Making the Sugar.

1. Carry sap from the trees to the large boiling-kettles. Change from right to left hand.
2. Lifting—very heavy—shift weight from shoulder to shoulder.
3. Lift high, pour into kettle, carefully, all together.
4. Stir gently, skimming the scum off the top.
5. Sugaring off, pouring into molds. Cooling. Setting away.

The children should have a real "maple sugar party" with which to close the experience, making "wax sugar" on pans of snow, syrup, candy, etc.

Program for April

HILDA BUSICK.

FIRST WEEK.

MORNING TALK.—Signs of Spring continued. Planting in the kindergarten, in the parks, in the country. Effect of sun and rain. Tools used. Gardens. New month, new calendar. Easter.

Nature Material.—Seeds placed in water, change noticed, planted (next day) in individual flower-pots, also in earth in the large sand table; shoots on acorns planted in the autumn; buds on our small maple and willow trees (planted from seedlings several years ago); walks to the nearby parks to watch the men setting out the garden beds; opening ferns; light bird.

Stories.—The Little Pig (Maud Lindsay); The Morning Glory Seed (In the Child's World); Five Peas in a Pod (Andersen).

Songs.—Plant Song (One Dozen and Two); Glad Easter is Here (Holiday Songs).

Games.—The Farmer's in the Garden (Tune of Farmer in the Dell); Buying and Selling Seeds and Plants; Sunbeam Game (Tune of Round and Round the Village).

Pictures.—Farmer plowing; plowed field; garden beds; little Dutch child carrying a plant home from market.

Rhythms.—Using rake and shovel.

Sand.—Lay out garden beds in individual sand trays.

Finger Play.—The Little Plant.

Gifts.—Seeds, plants, umbrella, flower-pots, watering can, shovel, rake. Building: florists' stands; Central Park hothouses; garden fences. A garden bed was made on the floor, using our potted plants, second gift boxes for fence, with cylinders 2 x 4, for ornamentation. Toy animals from the cabinet—this was to illustrate the story of "The Little Pig."

Occupations.—Drawing illustrative of Morning Talk. Flower-pot and plant, watering can, shovel, rake, fences; animals. Painting: sky, flower-pots, plants; free; the objects made of clay; flower-pot (in which each child planted a fern); watering can; basket; animals in story; pea-pod cutting; umbrellas, flower-pots, rake, shovel, watering can, animals, fences. The umbrella was mounted on one side of white card; on the reverse side was mounted a large yellow circle; this was a weather card used by the children at home, and one was used in kindergarten; this helped us to see how "smiles" and "tears" alternated during April.

SECOND WEEK.

Easter Holidays.

THIRD WEEK.

Morning Talk.—Signs of Spring continued. Easter. What it brought to the children. Easter eggs, bunnies, chicks, cards, plants; where the eggs come from; the hen, the rooster, the baby chick; the nest; the farmer's care; patience of hen. The plants in the churches; Easter bells—the lilies.

Nature Material.—A live chick. Hepatica, anemone, spring beauty in blossom; plants of adder's tongue and violet (blossoms come out later); Easter lily.

Stories.—The Easter Rabbit. How Walter Saw the Easter Eggs Made. KINDERGARTEN MAGAZINE, vol. 16. The Turkey's Nest (Maud Lindsay). The Little Red Hen.

Songs.—Little Yellow Head (Small Songs for Small Singers); When a Little Chicken Drinks (same); Feeding the Chickens (Sing to the children).

Games.—Egg hunt. Dramatize Morning Talk.

Pictures.—Hen and Chickens; Father Rooster; Feeding the Chickens; An Easter Family; Easter Cards; Little Yellow.

Rhythms.—New Skip.

Finger Play.—The Hen and Chickens.

Gifts.—Building churches; flower-stands (toy plants); trains containing boxes of eggs; barnyards, stiff paper used for chicken coops (toy chickens). Boxes (excelsior for nest, toy hens, pieces of egg shell, toy chickens). Seeds, eggs, chicks, rabbits, baskets.

Occupations.—Drawing, plants in windows, Easter eggs, baskets, chicks, rabbits, lilies (white chalk), tulips. Folding baskets in which to carry home Easter eggs found in the egg hunt. Chicken coop. Tearing strips of green tissue paper to put into baskets. Pasting border of circles on baskets; pictures of chickens. Painting eggs. Easter cards. Free. Clay eggs; chick; rabbit. Cutting hen, rooster, chicks on outline for border along the blackboard.

FOURTH WEEK.

Morning Talk.—The rabbit; care of the two kindergarten rabbits; their food.

Nature Materials.—Two white rabbits.

Stories.—Peter Rabbit. Ragglug (adapted).

Songs.—The Bunny (Small Songs for Small Singers).

Games.—Rabbits. Dramatize Peter Rabbit.

Pictures.—Peter Rabbit. The Rabbit Family.

Rhythms.—Same as last week.

Gifts.—Building—objects mentioned in the stories. Seeds, carrots, cabbage heads. Peter Rabbit, his jacket and shoes. The wheelbarrow.

Occupations.—A Peter Rabbit book, containing drawings, cuttings, paintings illustrating the story. Clay, carrot, rabbit.

*In our December number we printed a facsimile of the unique Froebel letter with its four kinds of script, which sells for 10 cents and makes a significant souvenir for this month of April, the birth month of the great educator, and lover of little children. Miss Woodson writes us that the translation then made by the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST has also been reprinted and that the two can now be obtained for 25 cents. Write to Thomas Charles Co. for copies to give either at Easter or on April 21 to friends who would be interested. The money so spent is all applied to the Froebel Museum fund in Eisenach.

The Los Angeles Trip

Since the announcement last month that we would organize a special party to attend the N. E. A. Convention in Los Angeles the Editorial Committee has been deluged with letters suggesting routes, stop-overs, etc. These suggestions have been carefully tabulated, and the result is the itinerary given below.

Nowhere can you find such a trip as we offer. Almost five weeks of travel in a solid Pullman train with something new every day. All meals, hotel bills (except while in Los Angeles), side trips and drives are included in the price of the trip.

The price of the trip cannot be given exactly at this time. The railroads have not fully decided just what rates they will make. However, \$263 is approximate. It may vary three or four dollars either way, but not over that. \$263 for thirty-five days, considering the class of accommodations we have secured, is the cheapest trip going west this summer, a trip you cannot afford to miss.

Our party is not yet complete. We have several vacancies, but they are being taken fast. If you or any of your friends are going to California this summer write to the Editorial Committee, 59 West 96th street, New York, N. Y., and make reservations before the train is completed. No deposit is required now. When we have a sufficient number to fill the train no more can be taken unless we can get enough to fill another car, twenty-five people.

THE ITINERARY.

SATURDAY, JUNE 29TH.

Leave New York (NEW YORK CENTRAL) 1:06 P. M. Supper in dining car.

SUNDAY, JUNE 30TH.

Arrive Chicago 2:55 P. M. (MICHIGAN CENTRAL RAILROAD). Breakfast and lunch in dining car; supper, Chicago. Leave Chicago 10:00 P. M. (SANTE FE RAILROAD).

MONDAY, JULY 1ST.

Arrive Kansas City 11:00 A. M. Arrive Topeka 1:15 P. M. Lunch. Arrive Hutchinson 6:45 P. M. Supper.

TUESDAY, JULY 2D.

Arrive Colorado Springs 8:30 A. M. Breakfast and supper at Hotel Antlers. Allowing time for trip through the Garden of the Gods and ascension of Pikes Peak. Leave Colorado Springs midnight.

WEDNESDAY, JULY 3D.

Arrive Denver 5:00 A. M. Breakfast and lunch at hotel. Leave Denver 3:00 P. M. Arrive Pueblo 7:00 P. M. Supper.

THURSDAY, JULY 4TH.

Arrive Las Vegas 7:00 A. M. Breakfast. Arrive Albuquerque 12:30 P. M. Dinner. Visit Harvey's celebrated collection of Indian curios. Arrive Gallup 7:00 P. M. Supper.

FRIDAY, JULY 5TH.

Arrive Grand Cañon 5:00 A. M. All meals at Hotel El Tovar. Leave Grand Cañon 8:00 P. M.

SATURDAY, JULY 6TH.

Arrive Needles 6:00 A. M. Breakfast. Arrive Barstow 1:00 P. M. Lunch. Arrive Redlands 3:00 P. M. Arrive Riverside 5:00 P. M. Supper. Spend the evening.

SUNDAY, JULY 7TH TO SATURDAY, JULY 13TH.

Arrive Los Angeles in the morning. In Los Angeles. Side trips to Santa Catalina Islands, Mt. Lowe, Pasadena, Ostrich Farm, etc.

SATURDAY, JULY 13TH.

Leave Los Angeles 2:30 P. M. (SOUTHERN PACIFIC RAILROAD). Arrive Santa Barbara 6:30 P. M. Supper at hotel. Return on train.

SUNDAY, JULY 14TH.

Breakfast, dinner, and supper at Hotel Potter. Drive, visiting the most famous of California's old missions. Leave 12:00 midnight.

MONDAY, JULY 15TH.

Arrive Paso Robles. Breakfast and lunch at Hotel El Paso de Robles. Leave Paso Robles 1:00 P. M. Arrive Del Monte 4:30 P. M. Return on train.

TUESDAY, JULY 16TH.

Breakfast at hotel. Seventeen-mile drive. Leave Del Monte 11:00 A. M. for Santa Cruz and Big Trees. Lunch at Santa Cruz. Arrive San José (Stanford University) 7:00 P. M. Supper. Return on train.

WEDNESDAY, JULY 17TH.

Breakfast at St. James. Leave 9:00 A. M. Lunch and dinner at San Francisco. Leave Oakland 8:00 P. M.

THURSDAY, JULY 18TH.

En route (SOUTHERN PACIFIC RAILROAD, Shasta Route).

FRIDAY, JULY 19TH.

Arrive Portland 7:30 A. M. Breakfast and dinner. Trolley rides or side trip up Columbia River. Leave 11:00 P. M.

SATURDAY, JULY 20TH.

Arrive Tacoma 6:30 A. M. Breakfast at Hotel Tacoma. Leave by Puget Sound Steamer 8:35 A. M. Arrive Seattle 10:30 A. M. Lunch. Leave 4:30 P. M. (NORTHERN PACIFIC RAILROAD).

SUNDAY, JULY 21ST.

Arrive Spokane Falls. Meals in dining car.

MONDAY, JULY 22D.

Arrive Yellowstone National Park. Five and one-half days in park. Transportation and hotel accommodations included.

SATURDAY, JULY 27TH.

Leave park in the evening.

SUNDAY, JULY 28TH.

En route. Meals in dining car.

MONDAY, JULY 29TH.

Arrive Minneapolis 7:00 A. M. All meals at Hotel West. Leave Minneapolis 7:30 P. M.

TUESDAY, JULY 30TH.

Arrive Chicago 8:00 A. M. Breakfast and lunch. Leave Chicago 1:00 P. M. (MICHIGAN CENTRAL RAILROAD).

WEDNESDAY, JULY 31ST.

Arrive Niagara Falls 6:30 A. M. Meals at Imperial Hotel.

THURSDAY, AUGUST 1ST.

Leave Niagara Falls 7:30 P. M.

FRIDAY, AUGUST 2D.

Arrive New York 7:30 A. M. (NEW YORK CENTRAL).

From the Editor's Desk

We present to our readers this month a survey of the past and present of the various kindergarten training schools, with whose history the coming visitors should be acquainted. So far as possible we have endeavored to make prominent such features in each case as distinguish one training school from another, for as with people, so with schools, no two are precisely alike or fulfil exactly the same demands. Each has a character of its own, because each was the outgrowth of special conditions. Each, therefore, fills a need which it only can fill. So far as we know, if any training schools are not included it is because even after repeated efforts we were unable to obtain the necessary data from those in charge.

Next month we will devote many of our pages to descriptions of such points of historic and educational interest in the continent's metropolis about which the visitor should know, even tho she may not be able to see for herself what they offer in the way of interest and education.

The settlement kindergartens and special schools of various kinds will also receive attention.

Personally, we very much wish that our convention might be truly international in having delegates sent from such of the foreign countries as maintain affiliated associations. Our conventions have sometimes been favored with visitors from other countries who have attended the meetings, but there is always more interest and mutual profit if regularly accredited representatives come from sister organizations.

Delegates will please note that in response to the repeated 'plaints of visitors at other conventions, the program committee of this year has reserved an entire morning for visits to kindergartens and to the exhibits.

Those visiting the Ethical Culture School, whose establishment and development are described on another page, will wish to know who make up the kindergarten faculty. Mr. Franklin C. Lewis is general superintendent of the whole; Miss Caroline T. Haven is

principal of the Normal Training and Kindergarten Departments and teaches kindergarten theory; Miss Jane L. Hoxie has charge of kindergarten occupations and games, and is in charge of Kindergarten II; Miss Charlotte L. MacIntosh is in charge of Kindergarten I, and Miss Evelyn Simmons is kindergarten assistant. The training students also have the advantage of studying under other teachers of the school, who are specialists, namely: Henry A. Kelly, teacher of biology, nature study and geography; Marie R. Perrin, domestic art; Percival Chubb, English and festivals, history of education; Harry K. Bassett, oral English, festivals, exhibits; Peter W. Dykema music; James Hall, fine arts; Mary F. Schaeffer, psychology, principles of teaching; Elsie Binns, fine arts.

Miss Caroline T. Haven has been associated with the organization since 1884—twenty-three fruitful and progressive years.

Miss Haven was graduated from a normal school in Massachusetts, taught in country schools, and also as master's assistant in a grammar grade in Chelsea and Boston.

Dissatisfied both with the methods and discipline of that period, she finally decided to study kindergartening, entering the class of Mrs. Hatch, a pupil of Mme. Kriege. Upon graduation she became assistant at Florence, in the kindergarten maintained by Mr. Samuel Hill, at first in this philanthropist's own parlor. In 1877 a building was completed for its special use with Mrs. Aldrich in charge. When she was obliged to give up the work Miss Haven became principal.

As the children in this kindergarten were allowed to stay till seven or eight years old, a certain amount of primary work was necessary, and thus Miss Haven early became interested in bridging over in some way the chasm between the kindergarten and primary.

After five years of service in Florence, Miss Haven resigned to study and to visit other kindergartens. She attended classes conducted by Miss Fisher and Mrs. Hubbell, and was one of those belonging to Col. Parker's first summer school.

In 1884, October, she became assistant in the Workingman's School Kindergarten, and soon after became principal of the department in this school with which she has been so long and successfully identified.

**FOURTEENTH ANNUAL MEETING OF THE INTERNATIONAL
KINDERGARTEN UNION, NEW YORK CITY,
APRIL 30 AND MAY 1, 2, 3, 1907.**

President—Mrs. Ada Mearns Hughes, Toronto, Canada.
Vice-Presidents—Miss Patty S. Hill, New York City; Miss Alice O'Grady, Chicago, Ill.
Recording Secretary—Miss Mabel A. MacKinney, Cleveland, O.
Corresponding Secretary and Treasurer—Miss Stella L. Wood, Minneapolis, Minn.
Auditor—Miss Mary C. Shaw, Boston, Mass.

The International Kindergarten Union comes to New York by invitation from the New York Kindergarten Union, The Association of the Public School Kindergartners of Manhattan and The Bronx, The Jenny Hunter Alumni Association, The New York Kindergarten Association, The Froebel League, The Ethical Culture Schools and Teachers College, Columbia University.

The Kindergartners of Greater New York and their friends extend a cordial invitation to the members of the International Kindergarten Union, and to all kindergartners throughout the country, to elementary teachers, supervisors, superintendents, and to educators generally, to attend this meeting.

LOCAL COMMITTEE

Officers of the Local Committee—President, James E. Russell, Dean, Teachers College, Columbia University; Vice-President, Mrs. Ada M. Locke, President New York Kindergarten Union; Secretary, Miss Emmeline Curtis, Director of Kindergartens, Brooklyn; Treasurer, Miss Jenny Hunter, New York City.
Honorary membership in the Committee to be nominated later.

SUB-COMMITTEES

Accommodations and Transportation—Superintendent Samuel T. Dwyer, Chairman; Miss Florence Dwyer, Dr. E. Lloyd Earle, Miss Lillian Samuel, Miss Sarah E. Long.
Finance—Miss Jenny Hunter, Chairman; Dr. E. Lloyd Earle, Miss Anna Harvey, Superintendent Housing, Miss Ruth Babcock, Miss Brown.
Daily—Mrs. M. E. S. Langston, Chairman; Professor Arthur W. Love, Miss Jane A. Stone, Miss Florence E. Mills, Miss Blanche Brewster, Miss Ruth Tappan.
Program—Miss Lillian A. Palmer, Chairman; Dr. Cyril Park, Miss Elsie Underhill, Miss Helen Dwyer.
Program and Press—Dr. John Angus MacFarland, Chairman; Miss Mary E. Hill, Miss Alice E. Pitts, Miss Jane Palmer, Miss Bertha Johnson, Miss Mary Murray, Miss Caroline E. O'Grady.
Place of Meetings, Arrangements, etc.—Dr. Henry E. Merrill, Chairman; Dr. James E. Stone, Miss Florence A. Stone, Miss Mary F. Schell, Dr. John E. A. Day.
Registration—Mrs. J. M. MacFarland, Chairman; Miss Ruth E. Hill, Dr. E. Lloyd Earle, Dr. Robert L. Hill, Miss Houghton, Miss Lois Day.
Refreshments—Mrs. J. M. MacFarland, Chairman; Mrs. A. C. Jones, Mrs. E. L. Stone, Miss Florence E. Mills, Miss Ruth Tappan, Professor Dwyer, Dr. E. Lloyd Earle.

ALL TICKETS MUST BE PAID FOR AT THE HOTEL.

ADVANCE PROGRAM.

- Monday Morning, April 29, at 9:30—Teachers College. Business meeting of Committee of Nineteen. Chairman, Miss Lucy Wheelock.
- Tuesday Morning, April 30, at 9:30—Teachers College. Board meeting.
- Tuesday Afternoon, April 30, at 2—Horace Mann Auditorium, Teachers College. Conference of Training Teachers and Supervisors. Addresses of Welcome, Dr. Jenny B. Merrill, Director of Kindergartens, New York City; Miss Mary H. Waterman, Supervisor New York Kindergarten Association. Addresses, subject: "The Place of the Mother-Play in the Training of Kindergartners," Miss Pitts, Pratt Institute, Brooklyn; Miss Laura Fisher, Training School for Kindergartners, Boston; Miss Nina C. Vandewalker, State Normal School, Milwaukee, Wis. Discussion, Miss Susan E. Blow, Teachers College, Columbia University; Miss Harriet Niel, Pittsburg and Allegheny Kindergarten College, Pittsburg, Pa.; Miss Caroline T. Haven, Ethical Culture Schools, New York City; Miss Lucy Wheelock, Kindergarten Training School, Boston.
- Tuesday Evening, April 30, at 8—Horace Mann Auditorium, Teachers College. Music. Addresses, subject: "The Relation of the Kindergarten and the Primary School," Miss Bertha Payne, School of Education, University of Chicago; Miss Geraldine O'Grady, Supervisor Brooklyn Free Kindergarten Society; Miss Ada Van Stone Harris, Supervisor of Kindergarten and Primary Grades, Rochester. Discussion—Leaders to be named in advance program.
- Wednesday Morning, May 1, at 9:30—Horace Mann Auditorium, Teachers College. Invocation. Address of Welcome, Dr. James E. Russell, Dean Teachers College. Response, Mrs. Ada Marean Hughes, President International Kindergarten Union. Reports of Officers and Committees. Appointment of Committees on Time and Place and Resolutions. Reports of Delegates. Luncheon at 1. All official Delegates and visiting Kindergartners will be guests at luncheon of Teachers College, Columbia University.
- Wednesday Afternoon, May 1, at 3—First Round Table Horace Mann Assembly Hall, Teachers College. Address: Professor Arthur W. Dow, Teachers College, Columbia University. Subject: Principles and Methods in Teaching Art. Discussion. Second Round Table De Witt Clinton High School. Subject: Mothers' Meetings. Speakers to be announced.
- Wednesday Evening, May 1, at 8—Carnegie Hall. Music, Orchestra. Address of Welcome, Hamilton Wright Mabie, President New York Kindergarten Association. Music. Address, Felix Adler, the Ethical Culture Schools, New York City.
- Thursday Morning, May 2—Visiting by Delegates of the Exhibit and of typical kindergartens in New York City and Brooklyn.
- Thursday Afternoon, May 2, at 3—First Round Table Horace Mann Assembly Hall, Teachers College. Address: Mrs. Maria Kraus-Boelte, Kraus Seminary for Kindergartners, New York City; Miss Susan E. Blow, Teachers College, Columbia University. Subject: The Writings of Froebel in Their Relation to Subsequent Educational Literature. Discussion. Second Round Table Wadleigh High School. Discussion of the Kindergarten Exhibit. Leader: Mrs. Marion B. B. Langzett.
- Friday Morning, May 3, at 9:30—Horace Mann Auditorium, Teachers College. Business Meeting. Election of Officers.

them at their individual will do so. Comment on the straight stems and stalks, and the splendid way that rosebush is growing. It will soon bear flowers. Thus the danger of overintensity is avoided, and a feeling of at-homeness with the processes of nature attained which would be valuable for the remainder of his life.

TREE LIFE.

In the introductory talk about trees bring out the difference between trees and people. This will emphasize certain points in physical control which will be helpful later—viz., trees cannot move about and have roots, trunks, but not joints, such as we; branches, leaves, etc.

A. The Tree—"Before we turn ourselves into trees let us show some of the things that children can do."

1. Children can bend their knees. Hands on hips, up down, etc.

2. Children can walk. Step, step, around the circle.

3. Children can leap, hop run, etc.

1. Trees stand very tall and straight.

2. Trees have roots and take hold on the ground. Let us spread our toes like them.

3. These trees are firmly rooted and cannot be blown over. Teacher goes around and tests them.

4. Now let the wind come and blow them, forward, back, right, left, round and round.

5. Trees grow, stretching branches upward, waving.

With the older children favorite trees can be impersonated, poplars, willows, with their sweeping branches, gnarled oak and apple trees. Wherever truthfulness to nature is aimed at good physical action will result.

MAPLE SUGAR CAMP.

This story may add another chapter to the "Forest" or "Woodman" series and make a wholesome nature experience for city children. A story illustrated by an occupation, based on the personal visit of the teacher, will make it live to the children.

A. Tapping the Trees—"Now for our visit to the sugar camp. Put on your tallest rubber boots, hoods, caps and mittens for Mr. Frost and the mud puddles."

1. Trip to camp by whatever route and means the teacher plans.

2. To the sugar house, for the tools, buckets and pans. Walk.

3. A run to the trees. Selecting tree. Much discussion and free play.
4. Tapping the trees. Using the augurs and boring straight.
5. Set the augurs—in unison—round and round and round, etc.
6. Taking out augurs—unwind, unwind, unwind, etc.
7. Drive in the spouts—drive, drive, drive, etc. Now we are ready.
8. Hang up the buckets, set the troughs and pans.

B. Making the Sugar.

1. Carry sap from the trees to the large boiling-kettles. Change from right to left hand.
2. Lifting—very heavy—shift weight from shoulder to shoulder.
3. Lift high, pour into kettle, carefully, all together.
4. Stir gently, skimming the scum off the top.
5. Sugaring off, pouring into molds. Cooling. Setting away.

The children should have a real "maple sugar party" with which to close the experience, making "wax sugar" on pans of snow, syrup, candy, etc.

Program for April

HILDA BUSICK.

FIRST WEEK.

MORNING TALK.—Signs of Spring continued. Planting in the kindergarten, in the parks, in the country. Effect of sun and rain. Tools used. Gardens. New month, new calendar. Easter.

Nature Material.—Seeds placed in water, change noticed, planted (next day) in individual flower-pots, also in earth in the large sand table; shoots on acorns planted in the autumn; buds on our small maple and willow trees (planted from seedlings several years ago); walks to the nearby parks to watch the men setting out the garden beds; opening ferns; light bird.

Stories.—The Little Pig (Maud Lindsay); The Morning Glory Seed (In the Child's World); Five Peas in a Pod (Andersen).

Songs.—Plant Song (One Dozen and Two); Glad Easter is Here (Holiday Songs).

Games.—The Farmer's in the Garden (Tune of Farmer in the Dell); Buying and Selling Seeds and Plants; Sunbeam Game (Tune of Round and Round the Village).

Pictures.—Farmer plowing; plowed field; garden beds; little Dutch child carrying a plant home from market.

Rhythms.—Using rake and shovel.

Sand.—Lay out garden beds in individual sand trays.

Finger Play.—The Little Plant.

Gifts.—Seeds, plants, umbrella, flower-pots, watering can, shovel, rake. Building: florists' stands; Central Park hothouses; garden fences. A garden bed was made on the floor, using our potted plants, second gift boxes for fence, with cylinders 2 x 4, for ornamentation. Toy animals from the cabinet—this was to illustrate the story of "The Little Pig."

Occupations.—Drawing illustrative of Morning Talk. Flower-pot and plant, watering can, shovel, rake, fences; animals. Painting: sky, flower-pots, plants; free; the objects made of clay; flower-pot (in which each child planted a fern); watering can; basket; animals in story; pea-pod cutting; umbrellas, flower-pots, rake, shovel, watering can, animals, fences. The umbrella was mounted on one side of white card; on the reverse side was mounted a large yellow circle; this was a weather card used by the children at home, and one was used in kindergarten; this helped us to see how "smiles" and "tears" alternated during April.

SECOND WEEK.

Easter Holidays.

THIRD WEEK.

Morning Talk.—Signs of Spring continued. Easter. What it brought to the children. Easter eggs, bunnies, chicks, cards, plants; where the eggs come from; the hen, the rooster, the baby chick; the nest; the farmer's care; patience of hen. The plants in the churches; Easter bells—the lilies.

Nature Material.—A live chick. Hepatica, anemone, spring beauty in blossom; plants of adder's tongue and violet (blossoms come out later); Easter lily.

Stories.—The Easter Rabbit. How Walter Saw the Easter Eggs Made. KINDERGARTEN MAGAZINE, vol. 16. The Turkey's Nest (Maud Lindsay). The Little Red Hen.

Songs.—Little Yellow Head (Small Songs for Small Singers); When a Little Chicken Drinks (same); Feeding the Chickens (Sing to the children).

Games.—Egg hunt. Dramatize Morning Talk.

Pictures.—Hen and Chickens; Father Rooster; Feeding the Chickens; An Easter Family; Easter Cards; Little Yellow.

Rhythms.—New Skip.

Finger Play.—The Hen and Chickens.

Gifts.—Building churches; flower-stands (toy plants); trains containing boxes of eggs; barnyards, stiff paper used for chicken coops (toy chickens). Boxes (excelsior for nest, toy hens, pieces of egg shell, toy chickens). Seeds, eggs, chicks, rabbits, baskets.

Occupations.—Drawing, plants in windows, Easter eggs, baskets, chicks, rabbits, lilies (white chalk), tulips. Folding baskets in which to carry home Easter eggs found in the egg hunt. Chicken coop. Tearing strips of green tissue paper to put into baskets. Pasting border of circles on baskets; pictures of chickens. Painting eggs. Easter cards. Free. Clay eggs; chick; rabbit. Cutting hen, rooster, chicks on outline for border along the blackboard.

FOURTH WEEK.

Morning Talk.—The rabbit; care of the two kindergarten rabbits; their food.

Nature Materials.—Two white rabbits.

Stories.—Peter Rabbit. Ragglug (adapted).

Songs.—The Bunny (Small Songs for Small Singers).

Games.—Rabbits. Dramatize Peter Rabbit.

Pictures.—Peter Rabbit. The Rabbit Family.

Rhythms.—Same as last week.

Gifts.—Building—objects mentioned in the stories. Seeds, carrots, cabbage heads. Peter Rabbit, his jacket and shoes. The wheelbarrow.

Occupations.—A Peter Rabbit book, containing drawings, cuttings, paintings illustrating the story. Clay, carrot, rabbit.

*In our December number we printed a facsimile of the unique Froebel letter with its four kinds of script, which sells for 10 cents and makes a significant souvenir for this month of April, the birth month of the great educator, and lover of little children. Miss Woodson writes us that the translation then made by the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST has also been reprinted and that the two can now be obtained for 25 cents. Write to Thomas Charles Co. for copies to give either at Easter or on April 21 to friends who would be interested. The money so spent is all applied to the Froebel Museum fund in Eisenach.

in illustration No. 1; the bench, tub and foreground may now be put in. In order to have a good background for the "wash" it must be dark; for this reason we will put in the middle distance with a stick of charcoal, blending it with the tip of the finger. The line and pole may now be introduced, and a few pieces of the "wash" drawn in by the teacher to indicate the size of the articles; the drawing is now ready for the children to do their part. In order to get a good assortment of material to "hang" on the line it would be well for the teacher to divide the children into little squads, one squad to cut stockings, another to cut shirts, etc.

Want of space prevents doing justice to these subjects here. For instance, in illustration No. 2 the entire house might be drawn in and the clothesline extended to any length, thus giving room for a "large wash;" also figures of children, cats, dogs, chickens and birds cut out and added to the scene. In fact the field seems inexhaustible for depicting every-day happenings. So, too, may a barnyard be represented, a spacious barn and a fence enclosing the various animals which the children may be instructed to cut out of paper. An aquarium always makes an interesting subject treated in this manner, where colored paper may be used to cut out the fishes, turtles, tadpoles, etc. Thus it will be seen that the teacher, with the exercise of a little ingenuity can bring forth material of immense value to her in her chosen field.

Our calendar for this month is a simple landscape design in three tones. Begin by marking off the rectangle and filling the space with an even gray tone which will serve for the sky, middle distance and foreground. Now, with the same chalk, using more pressure, put in the distant hill and the water; with the pointed chalk indicate the dark masses, which are then put in with soft charcoal; this done, emphasize the shore line and add a few touches under the trees with the point of the charcoal.

We are now ready for the calendar proper, mark off the space and with the eraser rub out the gray tone and proceed as in previous lessons.



ILLUSTRATION NO. 3

Recreative Games and Plays for the Schoolroom

MARI RUEF HOFER.

WATER LIFE.

THE subject of forms and movements of water of last month will naturally suggest life in the water. Fishes, turtles, frogs, pollywogs, tadpoles, even "wigglers," have been presented by the children. It will be understood that there is no effort to represent "universal types," "ethical examples," to the children thro these. Life in all its manifestations fascinates the child. The drawing of the large or small inference always determines the caliber of the teacher. The child's joy in life and its expression should be emphasized in this play. Incidentally these imitations are exceedingly good "backbone" exercises; nerve-resting and especially good for

cases of "wriggles," "twitches" and "twistings." The following exercises were all taken from children's imitations:

A. Fishes, Large and Small.

1. Little fishes with fingers. Song, "Tiddly-winks." (Swift, darting, curving movements.)
2. Larger fishes with forearm from shoulder, hand for head. (Slower undulating movements.)
3. Large fish—sturgeon, codfish, etc. Given in upright body poised on toes, arms overhead, pointed fingers for head.
4. Buoying, swaying, like fish upright in water.
5. Fish swimming directly forward, trunk twisting right and left as in water.
6. Darting, trunk twisting right and left, bending, sinking and rising.
7. Fish floating, knee sinking and upward stretching. Feel water.

Note movements of the children and characterize them. "John makes such nice slow movements he must be a large fish. Mary must be a pollywog or a wiggler," etc. A great deal of fun may prevail and yet much good movement work be done.

B. Pollywogs and Wigglers.—These movements provoke much merriment, and make, in consequence, good relaxing and spinal exercises.

1. Fold or cross hands over chest to emphasize size of head.
2. Run about with quick, loose, wiggly movements.
3. Dart suddenly away, then quick wiggling.
4. Dart quickly and then float quietly.
5. Dart downward, drop head. Good back stretching.
6. Change pollywogs into frogs—wiggle and kick out.

C. Frogs in the Pond—Use Neidlinger's and Gaynor's frog songs.

1. Small frogs, finger play with hands and arms. Let them jump to the music.
2. Large frogs, entire body. Deep knee bend, body forward, hands on floor, palms turned in. Jump lightly forward. For schoolroom give order. One, two, jump.
3. Play game with Neidlinger song. Have seats or circle for pond and let children play out the thought of song.

For getting a good springing jump and a noiseless leap suggest "come down on the soft mud or on the green grass." Let them also come down in the water with a "kersplash." The G-r-r-r-r-r of the frog makes a good vocal exercise, and should be used in the song lesson.

D. Ducks in the Pond—Talk on ducks, sounds, movements, etc.

1. Ducks walking to the water. Waddling and quacking.

2. Throwing water on themselves with bills. Head movements.
3. Hands held back used alternately for paddles. Fingers spread apart, imitating web feet.

Movements of animals, birds, people, boats on and in the water would follow these exercises. Such outlines will be fully given in the "Hand-book of Games and Recreative Exercises," now in press.

Geese, swans, sea-gulls and other water birds can be utilized for illustration if familiar to the children.

PLANT LIFE.

How much of the phenomena of growth can be dramatically interpreted and understood by children must remain an open question to be put to the test by the teacher. Quite certain it is that children love to roll themselves up into a little sleeping seed and slowly uncurl into plant, flower or tree. The little child is really very near to this great symbolism, and of the two dangers the over-scientific attitude would be worse in its effects than the sentimental. The true naturalist is always a poet. Can not this great transformation scene in nature be enacted wholesomely and without strain of imagination or truth. Is not the cold-blooded, bare stripping of fact by the adult mind as obnoxious and unpsychological as it is uncultured? Truths can remain clothed and still remain truths. Clothe a great truth or fact and you have a myth or fairytale, a poem.

A. Seed Play—Let the children, in connection with their talk on seeds, picture various ideas in regard to them.

1. Show me with your hands how the little seeds lie curled up.
2. Now let them slowly uncurl, relaxing and spreading fingers. Repeat with both hands, slowly energizing and relaxing.
3. Now show me with your fingers how the little shoots come up. Stretching up forefingers and forearm.
4. Let us plant our little seed down in front of us. Push it in, pat it.
5. Let the rain come down, tapping softly on floor.
6. And the sunbeams visit it, fingers lightly flutter in and out.
7. Then some day up come the shoots, fingers upward point.
8. They grow taller and taller, slowly, slowly up sometimes into a big tree. Children gradually rise and stand, arms raised high.

My, how very tall and straight some of you are! Some day we will play trees. Finish.

If after this initial play the children wish to be seeds and grow up to be various kinds of plants—wheat, corn; rosebushes, trees—let

them at their individual will do so. Comment on the straight stems and stalks, and the splendid way that rosebush is growing. It will soon bear flowers. Thus the danger of overintensity is avoided, and a feeling of at-homeness with the processes of nature attained which would be valuable for the remainder of his life.

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 2. Trees have roots and take hold on the ground. Let us spread our toes like them.
 3. These trees are firmly rooted and cannot be blown over. Teacher goes around and tests them.
 4. Now let the wind come and blow them, forward, back, right, left, round and round.
 5. Trees grow, stretching branches upward, waving.

With the older children favorite trees can be impersonated, poplars, willows, with their sweeping branches, gnarled oak and apple trees. Wherever truthfulness to nature is aimed at good physical action will result.

MAPLE SUGAR CAMP.

This story may add another chapter to the "Forest" or "Woodman" series and make a wholesome nature experience for city children. A story illustrated by an occupation, based on the personal visit of the teacher, will make it live to the children.

A. Tapping the Trees—"Now for our visit to the sugar camp. Put on your tallest rubber boots, hoods, caps and mittens for Mr. Frost and the mud puddles."

1. Trip to camp by whatever route and means the teacher plans.
2. To the sugar house, for the tools, buckets and pans. Walk.

3. A run to the trees. Selecting tree. Much discussion and free play.
4. Tapping the trees. Using the augurs and boring straight.
5. Set the augurs—in unison—round and round and round, etc.
6. Taking out augurs—unwind, unwind, unwind, etc.
7. Drive in the spouts—drive, drive, drive, etc. Now we are ready.
8. Hang up the buckets, set the troughs and pans.

B. Making the Sugar.

1. Carry sap from the trees to the large boiling-kettles. Change from right to left hand.
2. Lifting—very heavy—shift weight from shoulder to shoulder.
3. Lift high, pour into kettle, carefully, all together.
4. Stir gently, skimming the scum off the top.
5. Sugaring off, pouring into molds. Cooling. Setting away.

The children should have a real "maple sugar party" with which to close the experience, making "wax sugar" on pans of snow, syrup, candy, etc.

Program for April

HILDA BUSICK.

FIRST WEEK.

MORNING TALK.—Signs of Spring continued. Planting in the kindergarten, in the parks, in the country. Effect of sun and rain. Tools used. Gardens. New month, new calendar. Easter.

Nature Material.—Seeds placed in water, change noticed, planted (next day) in individual flower-pots, also in earth in the large sand table; shoots on acorns planted in the autumn; buds on our small maple and willow trees (planted from seedlings several years ago); walks to the nearby parks to watch the men setting out the garden beds; opening ferns; light bird.

Stories.—The Little Pig (Maud Lindsay); The Morning Glory Seed (In the Child's World); Five Peas in a Pod (Andersen).

Songs.—Plant Song (One Dozen and Two); Glad Easter is Here (Holiday Songs).

Games.—The Farmer's in the Garden (Tune of Farmer in the Dell); Buying and Selling Seeds and Plants; Sunbeam Game (Tune of Round and Round the Village).

Pictures.—Farmer plowing; plowed field; garden beds; little Dutch child carrying a plant home from market.

Rhythms.—Using rake and shovel.

Sand.—Lay out garden beds in individual sand trays.

Finger Play.—The Little Plant.

Gifts.—Seeds, plants, umbrella, flower-pots, watering can, shovel, rake. Building: florists' stands; Central Park hothouses; garden fences. A garden bed was made on the floor, using our potted plants, second gift boxes for fence, with cylinders 2 x 4, for ornamentation. Toy animals from the cabinet—this was to illustrate the story of "The Little Pig."

Occupations.—Drawing illustrative of Morning Talk. Flower-pot and plant, watering can, shovel, rake, fences; animals. Painting: sky, flower-pots, plants; free; the objects made of clay; flower-pot (in which each child planted a fern); watering can; basket; animals in story; pea-pod cutting; umbrellas, flower-pots, rake, shovel, watering can, animals, fences. The umbrella was mounted on one side of white card; on the reverse side was mounted a large yellow circle; this was a weather card used by the children at home, and one was used in kindergarten; this helped us to see how "smiles" and "tears" alternated during April.

SECOND WEEK.

Easter Holidays.

THIRD WEEK.

Morning Talk.—Signs of Spring continued. Easter. What it brought to the children. Easter eggs, bunnies, chicks, cards, plants; where the eggs come from; the hen, the rooster, the baby chick; the nest; the farmer's care; patience of hen. The plants in the churches; Easter bells—the lilies.

Nature Material.—A live chick. Hepatica, anemone, spring beauty in blossom; plants of adder's tongue and violet (blossoms come out later); Easter lily.

Stories.—The Easter Rabbit. How Walter Saw the Easter Eggs Made. KINDERGARTEN MAGAZINE, vol. 16. The Turkey's Nest (Maud Lindsay). The Little Red Hen.

Songs.—Little Yellow Head (Small Songs for Small Singers); When a Little Chicken Drinks (same); Feeding the Chickens (Sing to the children).

Games.—Egg hunt. Dramatize Morning Talk.

Pictures.—Hen and Chickens; Father Rooster; Feeding the Chickens; An Easter Family; Easter Cards; Little Yellow.

Rhythms.—New Skip.

Finger Play.—The Hen and Chickens.

Gifts.—Building churches; flower-stands (toy plants); trains containing boxes of eggs; barnyards, stiff paper used for chicken coops (toy chickens). Boxes (excelsior for nest, toy hens, pieces of egg shell, toy chickens). Seeds, eggs, chicks, rabbits, baskets.

Occupations.—Drawing, plants in windows, Easter eggs, baskets, chicks, rabbits, lilies (white chalk), tulips. Folding baskets in which to carry home Easter eggs found in the egg hunt. Chicken coop. Tearing strips of green tissue paper to put into baskets. Pasting border of circles on baskets; pictures of chickens. Painting eggs. Easter cards. Free. Clay eggs; chick; rabbit. Cutting hen, rooster, chicks on outline for border along the blackboard.

FOURTH WEEK.

Morning Talk.—The rabbit; care of the two kindergarten rabbits; their food.

Nature Materials.—Two white rabbits.

Stories.—Peter Rabbit. Ragglug (adapted).

Songs.—The Bunny (Small Songs for Small Singers).

Games.—Rabbits. Dramatize Peter Rabbit.

Pictures.—Peter Rabbit. The Rabbit Family.

Rhythms.—Same as last week.

Gifts.—Building—objects mentioned in the stories. Seeds, carrots, cabbage heads. Peter Rabbit, his jacket and shoes. The wheelbarrow.

Occupations.—A Peter Rabbit book, containing drawings, cuttings, paintings illustrating the story. Clay, carrot, rabbit.

*In our December number we printed a facsimile of the unique Froebel letter with its four kinds of script, which sells for 10 cents and makes a significant souvenir for this month of April, the birth month of the great educator, and lover of little children. Miss Woodson writes us that the translation then made by the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST has also been reprinted and that the two can now be obtained for 25 cents. Write to Thomas Charles Co. for copies to give either at Easter or on April 21 to friends who would be interested. The money so spent is all applied to the Froebel Museum fund in Eisenach.

The Los Angeles Trip

Since the announcement last month that we would organize a special party to attend the N. E. A. Convention in Los Angeles the Editorial Committee has been deluged with letters suggesting routes, stop-overs, etc. These suggestions have been carefully tabulated, and the result is the itinerary given below.

Nowhere can you find such a trip as we offer. Almost five weeks of travel in a solid Pullman train with something new every day. All meals, hotel bills (except while in Los Angeles), side trips and drives are included in the price of the trip.

The price of the trip cannot be given exactly at this time. The railroads have not fully decided just what rates they will make. However, \$263 is approximate. It may vary three or four dollars either way, but not over that. \$263 for thirty-five days, considering the class of accommodations we have secured, is the cheapest trip going west this summer, a trip you cannot afford to miss.

Our party is not yet complete. We have several vacancies, but they are being taken fast. If you or any of your friends are going to California this summer write to the Editorial Committee, 59 West 96th street, New York, N. Y., and make reservations before the train is completed. No deposit is required now. When we have a sufficient number to fill the train no more can be taken unless we can get enough to fill another car, twenty-five people.

THE ITINERARY.

SATURDAY, JUNE 29TH.

Leave New York (NEW YORK CENTRAL) 1:06 P. M. Supper in dining car.

SUNDAY, JUNE 30TH.

Arrive Chicago 2:55 P. M. (MICHIGAN CENTRAL RAILROAD). Breakfast and lunch in dining car; supper, Chicago. Leave Chicago 10:00 P. M. (SANTE FE RAILROAD).

MONDAY, JULY 1ST.

Arrive Kansas City 11:00 A. M. Arrive Topeka 1:15 P. M. Lunch. Arrive Hutchinson 6:45 P. M. Supper.

TUESDAY, JULY 2D.

Arrive Colorado Springs 8:30 A. M. Breakfast and supper at Hotel Antlers. Allowing time for trip through the Garden of the Gods and ascension of Pikes Peak. Leave Colorado Springs midnight.

WEDNESDAY, JULY 3D.

Arrive Denver 5:00 A. M. Breakfast and lunch at hotel. Leave Denver 3:00 P. M. Arrive Pueblo 7:00 P. M. Supper.

THURSDAY, JULY 4TH.

Arrive Las Vegas 7:00 A. M. Breakfast. Arrive Albuquerque 12:30 P. M. Dinner. Visit Harvey's celebrated collection of Indian curios. Arrive Gallop 7:00 P. M. Supper.

FRIDAY, JULY 5TH.

Arrive Grand Cañon 5:00 A. M. All meals at Hotel El Tovar. Leave Grand Cañon 8:00 P. M.

SATURDAY, JULY 6TH.

Arrive Needles 6:00 A. M. Breakfast. Arrive Barstow 1:00 P. M. Lunch. Arrive Redlands 3:00 P. M. Arrive Riverside 5:00 P. M. Supper. Spend the evening.

SUNDAY, JULY 7TH TO SATURDAY, JULY 13TH.

Arrive Los Angeles in the morning. In Los Angeles. Side trips to Santa Catalina Islands, Mt. Lowe, Pasadena, Ostrich Farm, etc.

SATURDAY, JULY 13TH.

Leave Los Angeles 2:30 P. M. (SOUTHERN PACIFIC RAILROAD). Arrive Santa Barbara 6:30 P. M. Supper at hotel. Return on train.

SUNDAY, JULY 14TH.

Breakfast, dinner, and supper at Hotel Potter. Drive, visiting the most famous of California's old missions. Leave 12:00 midnight.

MONDAY, JULY 15TH.

Arrive Paso Robles. Breakfast and lunch at Hotel El Paso de Robles. Leave Paso Robles 1:00 P. M. Arrive Del Monte 4:30 P. M. Return on train.

TUESDAY, JULY 16TH.

Breakfast at hotel. Seventeen-mile drive. Leave Del Monte 11:00 A. M. for Santa Cruz and Big Trees. Lunch at Santa Cruz. Arrive San José (Stanford University) 7:00 P. M. Supper. Return on train.

WEDNESDAY, JULY 17TH.

Breakfast at St. James. Leave 9:00 A. M. Lunch and dinner at San Francisco. Leave Oakland 8:00 P. M.

THURSDAY, JULY 18TH.

En route (SOUTHERN PACIFIC RAILROAD, Shasta Route).

FRIDAY, JULY 19TH.

Arrive Portland 7:30 A. M. Breakfast and dinner. Trolley rides or side trip up Columbia River. Leave 11:00 P. M.

SATURDAY, JULY 20TH.

Arrive Tacoma 6:30 A. M. Breakfast at Hotel Tacoma. Leave by Puget Sound Steamer 8:35 A. M. Arrive Seattle 10:30 A. M. Lunch. Leave 4:30 P. M. (NORTHERN PACIFIC RAILROAD).

SUNDAY, JULY 21ST.

Arrive Spokane Falls. Meals in dining car.

MONDAY, JULY 22D.

Arrive Yellowstone National Park. Five and one-half days in park. Transportation and hotel accommodations included.

SATURDAY, JULY 27TH.

Leave park in the evening.

SUNDAY, JULY 28TH.

En route. Meals in dining car.

MONDAY, JULY 29TH.

Arrive Minneapolis 7:00 A. M. All meals at Hotel West. Leave Minneapolis 7:30 P. M.

TUESDAY, JULY 30TH.

Arrive Chicago 8:00 A. M. Breakfast and lunch. Leave Chicago 1:00 P. M. (MICHIGAN CENTRAL RAILROAD).

WEDNESDAY, JULY 31ST.

Arrive Niagara Falls 6:30 A. M. Meals at Imperial Hotel.

THURSDAY, AUGUST 1ST.

Leave Niagara Falls 7:30 P. M.

FRIDAY, AUGUST 2D.

Arrive New York 7:30 A. M. (NEW YORK CENTRAL).

From the Editor's Desk

We present to our readers this month a survey of the past and present of the various kindergarten training schools, with whose history the coming visitors should be acquainted. So far as possible we have endeavored to make prominent such features in each case as distinguish one training school from another, for as with people, so with schools, no two are precisely alike or fulfil exactly the same demands. Each has a character of its own, because each was the outgrowth of special conditions. Each, therefore, fills a need which it only can fill. So far as we know, if any training schools are not included it is because even after repeated efforts we were unable to obtain the necessary data from those in charge.

Next month we will devote many of our pages to descriptions of such points of historic and educational interest in the continent's metropolis about which the visitor should know, even tho she may not be able to see for herself what they offer in the way of interest and education.

The settlement kindergartens and special schools of various kinds will also receive attention.

Personally, we very much wish that our convention might be truly international in having delegates sent from such of the foreign countries as maintain affiliated associations. Our conventions have sometimes been favored with visitors from other countries who have attended the meetings, but there is always more interest and mutual profit if regularly accredited representatives come from sister organizations.

Delegates will please note that in response to the repeated 'plaints of visitors at other conventions, the program committee of this year has reserved an entire morning for visits to kindergartens and to the exhibits.

Those visiting the Ethical Culture School, whose establishment and development are described on another page, will wish to know who make up the kindergarten faculty. Mr. Franklin C. Lewis is general superintendent of the whole; Miss Caroline T. Haven is

principal of the Normal Training and Kindergarten Departments and teaches kindergarten theory; Miss Jane L. Hoxie has charge of kindergarten occupations and games, and is in charge of Kindergarten II; Miss Charlotte L. MacIntosh is in charge of Kindergarten I, and Miss Evelyn Simmons is kindergarten assistant. The training students also have the advantage of studying under other teachers of the school, who are specialists, namely: Henry A. Kelly, teacher of biology, nature study and geography; Marie R. Perrin, domestic art; Percival Chubb, English and festivals, history of education; Harry K. Bassett, oral English, festivals, exhibits; Peter W. Dykema music; James Hall, fine arts; Mary F. Schaeffer, psychology, principles of teaching; Elsie Binns, fine arts.

Miss Caroline T. Haven has been associated with the organization since 1884—twenty-three fruitful and progressive years.

Miss Haven was graduated from a normal school in Massachusetts, taught in country schools, and also as master's assistant in a grammar grade in Chelsea and Boston.

Dissatisfied both with the methods and discipline of that period, she finally decided to study kindergartening, entering the class of Mrs. Hatch, a pupil of Mme. Kriege. Upon graduation she became assistant at Florence, in the kindergarten maintained by Mr. Samuel Hill, at first in this philanthropist's own parlor. In 1877 a building was completed for its special use with Mrs. Aldrich in charge. When she was obliged to give up the work Miss Haven became principal.

As the children in this kindergarten were allowed to stay till seven or eight years old, a certain amount of primary work was necessary, and thus Miss Haven early became interested in bridging over in some way the chasm between the kindergarten and primary.

After five years of service in Florence, Miss Haven resigned to study and to visit other kindergartens. She attended classes conducted by Miss Fisher and Mrs. Hubbell, and was one of those belonging to Col. Parker's first summer school.

In 1884, October, she became assistant in the Workingman's School Kindergarten, and soon after became principal of the department in this school with which she has been so long and successfully identified.

**FOURTEENTH ANNUAL MEETING OF THE INTERNATIONAL
KINDERGARTEN UNION, NEW YORK CITY,
APRIL 30 AND MAY 1, 2, 3, 1907.**

President—Mrs. Ada Marean Hughes, Toronto, Canada.

Vice-Presidents—Miss Patty S. Hill, New York City; Miss Alice O'Grady, Chicago, Ill.

Recording Secretary—Miss Mabel A. MacKinney, Cleveland, O.

Corresponding Secretary and Treasurer—Miss Stella L. Wood, Minneapolis, Minn.

Auditor—Miss Mary C. Shute, Boston, Mass.

The International Kindergarten Union comes to New York by invitation from the New York Kindergarten Union, The Association of the Public School Kindergartners of Manhattan and The Bronx, The Jenny Hunter Alumnae Association, The New York Kindergarten Association, The Froebel League, The Ethical Culture Schools and Teachers College, Columbia University.

The Kindergartners of Greater New York and their friends extend a cordial invitation to the members of the International Kindergarten Union, and to all kindergartners thruout the country, to elementary teachers, supervisors, superintendents, and to educators generally, to attend this meeting.

LOCAL COMMITTEE.

Officers of the Local Committee—President, James E. Russell, Dean, Teachers College, Columbia University; Vice-President, Mrs. Ada M. Locke, President New York Kindergarten Union; Secretary, Miss Fanniebelle Curtis, Director of Kindergartens, Brooklyn; Treasurer, Miss Jenny Hunter, New York City.

Honorary membership of the Committee to be nominated later.

SUB-COMMITTEES.

Accommodations and Transportation—Superintendent Samuel T. Dutton, Chairman; Miss Hortense Orcutt, Dr. E. Lyell Earle, Miss Lucetta Daniell, Miss Harriet B. Littig.

Finance—Miss Jenny Hunter, Chairman; Dr. J. H. MacCracken, Miss Anne Harvey, Superintendent Meleney, Miss Ruth Babcock, Miss Bostwick.

Exhibits—Mrs. M. B. B. Langzettel, Chairman; Professor Arthur W. Dow, Miss Jane L. Hoxie, Miss Harriette M. Mills, Miss Blanche Bosworth, Miss Ruth Tappan.

Printing—Miss Luella A. Palmer, Chairman; Mr. Clyde Furst, Miss Elise Underhill, Miss Helen Orcutt.

Program and Press—Dr. John Angus MacVannel, Chairman; Miss Patty S. Hill, Miss Alice E. Fitts, Miss Grace Fulmer, Miss Bertha Johnston, Miss May Murray, Miss Caroline G. O'Grady.

Place of Meetings, Decorations, etc.—Dr. Jenny B. Merrill, Chairman; Dr. James P. Haney, Miss Florence A. Wood, Miss Mary F. Schaeffer, Mrs. H. A. Day.

Entertainment—Mrs. Lea McIlvaine Luquer, Chairman; Miss Robb, Mr. B. R. Andrews, Mrs. Richard Aldrich, Miss Blodgett, Miss Lois Bangs.

Music—Miss Mary H. Waterman, Chairman; Mrs. A. T. Jones, Mrs. E. C. Love, Miss Elizabeth E. Blair, Miss Mari Ruef Hofer, Professor Charles H. Farnsworth.

HEADQUARTERS, MURRAY HILL HOTEL.

ADVANCE PROGRAM.

- Monday Morning, April 29, at 9:30—Teachers College. Business meeting of Committee of Nineteen. Chairman, Miss Lucy Wheelock.
- Tuesday Morning, April 30, at 9:30—Teachers College. Board meeting.
- Tuesday Afternoon, April 30, at 2—Horace Mann Auditorium, Teachers College. Conference of Training Teachers and Supervisors. Addresses of Welcome, Dr. Jenny B. Merrill, Director of Kindergartens, New York City; Miss Mary H. Waterman, Supervisor New York Kindergarten Association. Addresses, subject: "The Place of the Mother-Play in the Training of Kindergartners," Miss Pitta, Pratt Institute, Brooklyn; Miss Laura Fisher, Training School for Kindergartners, Boston; Miss Nina C. Vandewalker, State Normal School, Milwaukee, Wis. Discussion, Miss Susan E. Blow, Teachers College, Columbia University; Miss Harriet Niel, Pittsburg and Allegheny Kindergarten College, Pittsburg, Pa.; Miss Caroline T. Haven, Ethical Culture Schools, New York City; Miss Lucy Wheelock, Kindergarten Training School, Boston.
- Tuesday Evening, April 30, at 8—Horace Mann Auditorium, Teachers College. Music. Addresses, subject: "The Relation of the Kindergarten and the Primary School," Miss Bertha Payne, School of Education, University of Chicago; Miss Geraldine O'Grady, Supervisor Brooklyn Free Kindergarten Society; Miss Ada Van Stone Harria, Supervisor of Kindergarten and Primary Grades, Rochester. Discussion—Leaders to be named in advance program.
- Wednesday Morning, May 1, at 9:30—Horace Mann Auditorium, Teachers College. Invocation. Address of Welcome, Dr. James E. Russell, Dean Teachers College. Response, Mrs. Ada Marean Hughes, President International Kindergarten Union. Reports of Officers and Committees. Appointment of Committees on Time and Place and Resolutions. Reports of Delegates. Luncheon at 1. All official Delegates and visiting Kindergartners will be guests at luncheon of Teachers College, Columbia University.
- Wednesday Afternoon, May 1, at 3—First Round Table Horace Mann Assembly Hall, Teachers College. Address: Professor Arthur W. Dow, Teachers College, Columbia University. Subject: Principles and Methods in Teaching Art. Discussion. Second Round Table De Witt Clinton High School. Subject: Mothers' Meetings. Speakers to be announced.
- Wednesday Evening, May 1, at 8—Carnegie Hall. Music, Orchestra. Address of Welcome, Hamilton Wright Mabie, President New York Kindergarten Association. Music. Address, Felix Adler, the Ethical Culture Schools, New York City.
- Thursday Morning, May 2—Visiting by Delegates of the Exhibit and of typical kindergartens in New York City and Brooklyn.
- Thursday Afternoon, May 2, at 3—First Round Table Horace Mann Assembly Hall, Teachers College. Address: Mrs. Maria Kraus-Boelte, Kraus Seminary for Kindergartners, New York City; Miss Susan E. Blow, Teachers College, Columbia University. Subject: The Writings of Froebel in Their Relation to Subsequent Educational Literature. Discussion. Second Round Table Wadleigh High School. Discussion of the Kindergarten Exhibit. Leader: Mrs. Marion B. B. Langzettel.
- Friday Morning, May 3, at 9:30—Horace Mann Auditorium, Teachers College. Business Meeting. Election of Officers.

Friday Afternoon, May 3, at 2—Place to be decided upon. Addresses by prominent educators, Reports of Committee on Necrology, Time and Place, and Resolutions. Presentation of New Officers.

Friday Evening, May 3, at 8:30—The Directors of the Metropolitan Art Museum will tender a reception to all local and visiting kindergartners and especially invited guests.

RAILROAD RATES.

In connection with the meeting of the International Kindergarten to be held in New York, April 30 and May 1, 2, 3, 1907, special railroad rates of one fare going and one-third fare returning, on the certificate plan, will be given upon application at local ticket offices in the name of the International Kindergarten Union, from all points in Eastern Canada and as far west as Colorado and New Mexico. Each person desiring an excursion fare will purchase a first-class ticket to New York, and the ticket agent, upon request, will issue a printed certificate to accompany said ticket. Upon arrival in New York tickets are to be deposited at the railroad office to be opened in the Teachers College, and after being countersigned by a person designated by the Association and viséd by the special agent, they will be delivered to the owners, who can purchase a return ticket for one-third the regular fare. In order to take advantage of these rates the fare in going must not be less than seventy-five cents; and at the time of validation, the special agent will collect from the holders of each ticket a fee of twenty-five cents.

INTERNATIONAL KINDERGARTEN ASSOCIATION

Hotel rates have been arranged as follows:

MURRAY HILL HOTEL, Park Avenue and Forty-first Street, one block from the Grand Central Station.—Single rooms without bath, from \$2 up; single rooms with bath, \$3 per day and up; double rooms without bath, \$3 per day and up; double rooms with bath, \$5 and up.

HOTEL GRENOBLE, Seventh Avenue and Fifty-sixth Street.—Single rooms, \$1.50 per day; for two persons, \$2. Rooms with bath, \$2 for one person; for two persons, \$2.50 and up.

HOTEL ASTOR, Times Square.—Single rooms, \$2.50 and up; rooms for two persons, \$3.50 and up.

HOTEL MARTHA WASHINGTON, 29 East Twenty-ninth Street.—Single rooms, \$1 to \$1.50 per day; double rooms, \$2 to \$2.50 per day.

The Murray Hill Hotel will be the headquarters of the Association. All the above hotels are on the European plan.

The editors regret that lack of space forbids their including in the present number a short story which was to have been used and also the paper telling of the good works of the New York Free Kindergarten Association. These will all appear early in May, with the Digest of Foreign Educational Periodicals, which has also been retained.

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If you want to teach in the New York City System, or if you are already in the System but want a higher license, write at once to The New York Froebel Normal, 59 West 96th Street, New York, N. Y. The Froebel Normal makes a specialty of and has had a long, successful experience in preparing teachers for New York City Licenses.

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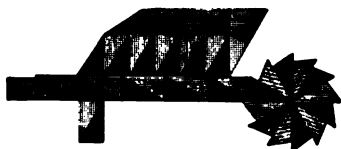
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MRS. MARY BOOMER PAGE

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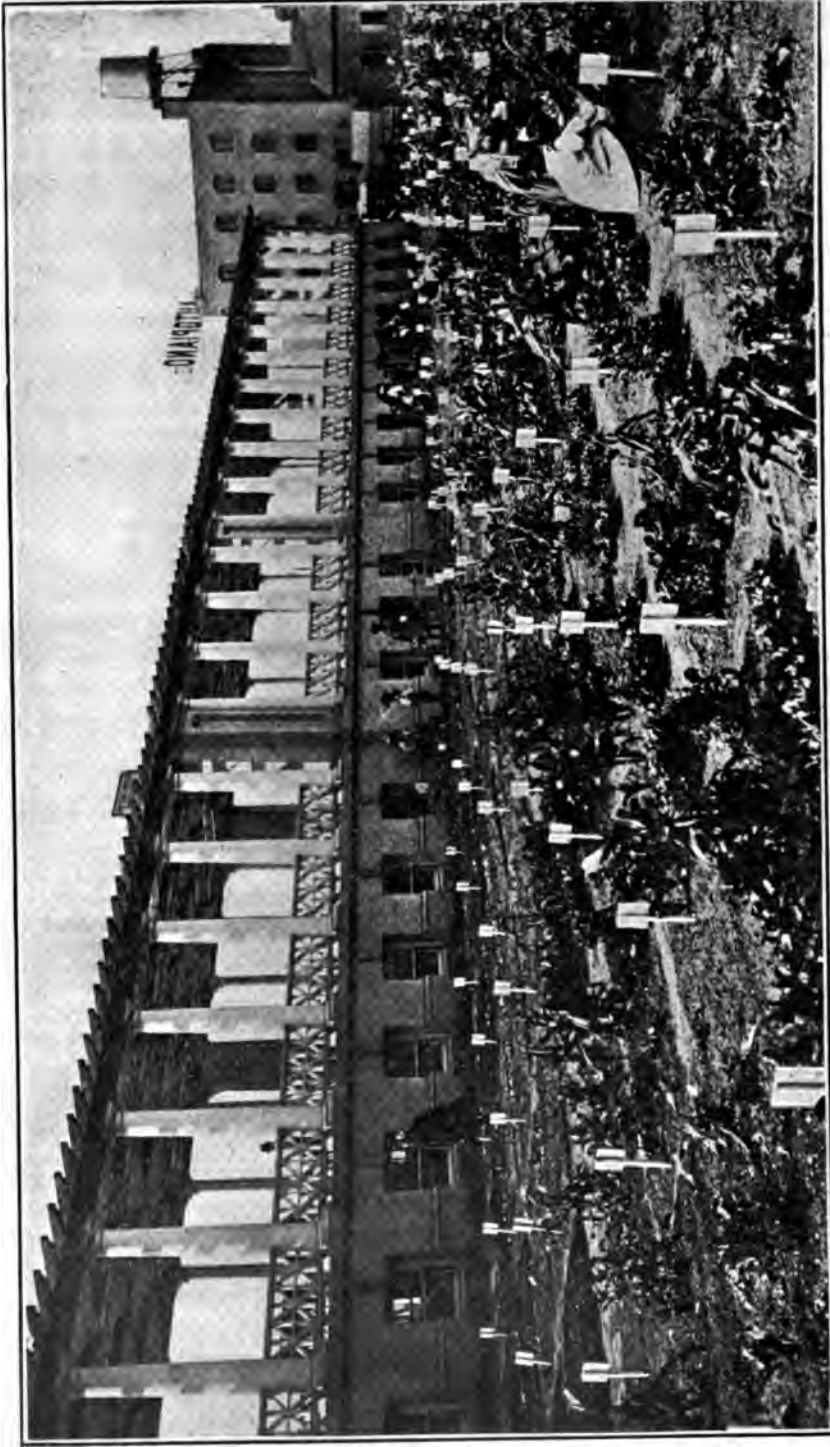
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DE WITT CLINTON PARK AFTER CULTIVATION—CHILDREN'S FARM SCHOOL

The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—MAY, 1907.—No. 9.

Children's School Farm—De Witt Clinton Park, New York City

BERTHA JOHNSTON.

IN 1902 a depressing wilderness of rough ground littered with rubbish heaps of lime, rags, wire, bottles, tin cans and unsightly etceteras greeted the eyes of those so unfortunate as to have to gaze upon the area between 52d and 54th streets near Eleventh avenue, New York City.

But a woman who loved children and who loved her city saw the ideal hidden in the ugly real, and in the summer of that year she began a work of transformation, aided by the small boys of the neighborhood, who, inspired by her example and precept, did not consider it beneath their dignity to help clear the ground of broken glass and fragments of brick, for she made a splendid playfellow, and turned the work into a stirring game.

Mrs. Henry Parsons believed that even the worst elements in a city must succumb to the wholesome influences which lie in a direct acquaintance and co-operation with Nature in producing things useful and beautiful, and so, endowed with the faith which overcomes all obstacles, she instituted her school farm in one of the worst neighborhoods in the city.

De Witt Clinton Park embraces seven acres, one part being devoted to playgrounds for boys and girls, and having the usual equipment. The children's school farm contains about three-fourths of an acre inside the westerly boundary and commands a view of the Hudson, tho the immediate foreground is not very beautiful at present, being occupied with sand heaps and machinery preparatory to making of docks and other improvements.

The farm, with an experience of five years back of it, has

proved many things, and is now so systematized that every moment of time and every inch of space is used with the utmost economy, so as to serve the most people in the best possible way. The results of these experiences will help those who wish to inaugurate a similar movement in other cities.

In the first place Mrs. Parsons feels that her experiment proves that no locality is so evil and no ground so hard or so unsightly but that it will yield to persistent effort based upon justice and faith in the good inherent in all children. Her attempt, now so successful, was purposely made in the worst of neighborhoods.

The following plan has proved to be practical in reaching the children at the beginning of the season. The flag floating in the spring from its tall 50-foot pole announces to the children that they may come to register. Then, a little later, the park gardener having decided that the ground is in good condition, postal-cards are sent



DE WITT CLINTON PARK BEFORE CULTIVATION
(See Frontispiece)

out to the prospective "farmers" which read, "Come to plant." Then follow the date and time of day, as morning or afternoon.

As they appear, each is checked in a book and the child receives a tag bearing his name and the number of a plot. He understands that no second tag will be issued on any account—loss of tag means loss of plot, and a plot may be lost for neglect.

About 25 then gather round a teacher (no speaking being permitted) to take an object lesson in planting. Each movement and word of the teacher is attentively noted; then the children quickly find their own plots, each indicated by a stick with a spatula-shaped end, and follow the lesson just observed, digging the earth with the pointed end, planting the seeds and pressing the earth down with the spatula end of the labeling stick, and finally watering the hidden treasure ere they take the last lingering look before making way for the next comers.

The entire time occupied with one group takes just one hour. Several sets of children, it will be seen, can be thus started in one morning and one afternoon. The formality and precision described is necessary, as all the planting must be done within one week to insure that the crops come up uniformly. The silence required makes for undivided attention. Later, when the plants begin to come up and each little farmer attends to his own garden, such strictness is no longer necessary.

The first planting takes place early in May, and the first crop is harvested from July 13th to the 20th. And then the ground must be made ready for a second crop, raised by a second set of children. The first "happy farmers" must reluctantly give place to another relay, tho so strong is the sense of justice and fair play in a child that when the necessities of the case are made clear to him he gives way without grudging, and will even do much of the unpleasant part of the work to prepare the ground for his successors.

The first year when this attempt was made the planting was not accomplished until very late in the season (July), so a similar delay need not discourage others. In 1906 the director was able to have the ground prepared in the fall for the spring planting. The heavy first breaking of the ground may need to be done with plow and harrow.

Each child is responsible thruout the season for his own particular garden plot of 4 x 8 feet. The sense of ownership encourages him to be industrious, observing, careful, but is likely

also to develop the selfishness which comes of exclusive possession. To counteract this spirit and develop a sense of interdependence and social obligation there are certain so-called observation plots which furnish occasion for service for the general good. Then those children who work as late as 5.15 P. M. are expected to help clear away the general rubbish and fallen leaves, leaving all in perfect order and then marching, with good military swing, rakes over shoulders, to the tool house. It is found that this somewhat formal departure gives tone and character to the children. They also make and straighten paths, make labels, repair and paint watering-cans, clean the tools, repair, paint and number the stakes, and do other tasks which mean the welfare of the whole. Last year the drying and bleaching grass-plot was transferred from one side of the gardens to the other, the children carrying and planting the sod, painting the clothes' poles and otherwise assisting.

In 1906 the ground was divided into 464 plots, farmed by a total number of 1,153 children. From a summer-house in the center a complete view of the multiple farm is readily obtained, tho the director if it had to be built over again would have it raised a little more from the ground, that a better survey might be had of the remote parts.

The observation plots above referred to serve another purpose. Here may be seen growing plants that could not be raised in the children's plots, but whose study is of value to them, to teachers and to other adult visitors. The teachers do appreciate and make use of the farm in their nature study and their color work. They are permitted to take away specimens that illustrate certain points, and they also bring their children to see the growing things. Twenty-eight schools have been represented there, and kindergartners also from neighboring schools bring their children to see the beautiful and interesting garden, and perhaps to lend a hand for a short while. Adult classes from most of the local training-schools, Columbia Summer School, New York Training School for Teachers, etc., have taken advantage of the opportunity thus offered. They have been able to study thus 25 varieties of vegetables, 27 flowers, 11 common weeds, besides fruit, grains and 1 nut—a total of 73 varieties. Plants and vegetables were distributed to 40 schools.

But the work is not limited to that in the fields. A farm includes a farmhouse also and, here we find a small model farmhouse, with kitchen and sitting-room furnished with all the essen-

tials and in which the children learn to scrub the floor, clean the woodwork, cook, wash, sew and do all the other household tasks which here become a joy. The table in the center of the room, with its bright cover, the two sewing machines, the bureau, the curtained windows bright with growing plants, the kitchen with its stove, and the cupboard with its cups and saucers and glass, all give opportunities for exercise of the housewifely instinct which is inherent in most girls.

These rooms are a part of the beautiful 207-foot long pergola, which, vine-wreathed in summer, is a boon to tired mother and restless child. Below is found the Demonstration Hall, with a seating capacity of 200. This fills many needs. Here are apparatus for testing different kinds of soil in relation to percolation of water. Here are specimens preserved by the children, showing plants in different stages of development, and also the different stages of insect life injurious or helpful to the plants grown.

The service rendered by the earthworm is studied in glass-houses, and many kinds of seeds are collected and classified, the specimens sent from the department at Washington being found very valuable. The giving or depriving a plant of light or of water and other similar laboratory experiments are made.

The visible crops raised are corn, radishes, beets, beans, carrots, lettuce, small onions (with a change of carrots to turnips during the second term).

Each cornstalk raised bears an average of two ears each, the growth of the ears, with their silk and the tassel adorning the tall stalk, being sources of surprise and delight to the young gardeners.

The invisible results, as all educators realize, are, however, the most important ones. The child, in learning to care for his own property, learns to respect that of others; in obeying the laws of the small community of which he is a member and which he can understand, he learns to respect the laws of the larger community of which he will soon be a voting member. In learning the inter-relationship of plant and water and soil and insect and the proper use of tools, he finds that nature also has laws, and laws which are irrevocable. But that obedience to these these brings all kinds of good things in its train. And withal he is happy in this work and growing daily in body, mind and soul.

The work in the school farm has been handicapped, as all such beginnings are, by the lack of competent trained teachers. But good

teachers have developed with the experiment, working out their own problems with the help of Mrs. Parsons, who is on the grounds every day from nine to six, and holds classes for a short time daily, giving lessons with the aid of blackboards, lantern slides and other appliances. The demand for trained and capable teachers has resulted in the establishment of a department at the University of New York for training such.

Those who wish to carry a similar work into other fields will have the valuable opportunity of taking a practical course in such work at the summer school of the University of New York. Henry Griscom Parsons will direct the Department of School Gardens. Mr. Parsons is the son of the founder of the school farm, and has given much voluntary service to the work. He has had actual experience on a real country farm, has taken a course at Cornell and worked with the children on the school farm. He therefore knows how to make such a course of most value to the teacher who wants to learn how to conduct such work. The course includes both lecture and laboratory periods. The work is considered from every point of view—including the problems offered by the garden, soil, plants, insects, etc., and the more subtle problems offered by the children. A fine old garden loaned by Gustav H. Schwab enables the work to be carried on under ideal conditions. Address James E. Lough, Ph.D., Director of the Summer School, Washington square, N. Y.

It is a pleasure to record the sympathy and co-operation of the district superintendent and the principals and teachers of the neighboring schools in this movement to bring to the children of the tenements the joy of the country. Indeed, these fortunate city children probably know more about the plants, and can better apply their knowledge than most children brought up on the farms, for every bit of information given is applied on the spot and in a way to develop the child's thinking faculties and power of initiative.

Children who are ailing from various causes have been brought back to health by a few weeks spent in the active work in the little garden plots. One mother, told that her child could not survive the summer unless the lassie could be taken to the country, was unable to afford the expense, but did the next best thing. She took the little one to the "farm," and herself, seated with her sewing in the pergola day after day rejoiced to see the rosy cheeks and good appetite coming back to her child in return for the daily work with good foster-mother Earth.

After many years of thought, work and experiment the need and value of the school farm have been made manifest. It has been proved how to operate it successfully, and now the friends of the movement feel that the time has come to take another step, and an International School Farm League has been organized. Urgent requests for advice and information in regard to the work are continually received. This organization will furnish practical information as to how to start and carry on similar work, and to whom to apply in each section for proper advice and influence. It will establish a photographic and lantern slide exchange, and provide for the services of a lecturer and practical adviser.

Under the auspices of such an organization, children's gardens can be placed on unimproved property and introduced in connection with institutions for children and convalescents. It will give employment to those in tuberculosis hospitals, to institutions for the feeble-minded, and indeed the field for good seems limitless.

Active membership dues cost \$1.00. Mrs. Henry Parsons is president; Miss Emily Lamb Tuckerman, vice-president; Mrs. Howard van Sinderen, second vice-president; Miss Emily B. Van Amringe, secretary. President Roosevelt is honorary vice-president, as are Hon. Grover Cleveland and Hon. Joseph H. Choate.



New York Kindergarten Association

JAMES M. BRUCE.

THE New York Kindergarten Association was organized November 22, 1889. Its officers were: Richard Watson Gilder, president; Mrs. Grover Cleveland, first vice-president; Hamilton Wright Mabie, second vice-president; Mrs. Sidney Webster, third vice-president; Professor Jasper T. Goodwin, treasurer; Daniel S. Remsen, secretary. Others among the constituent and subsequent members of the Association have been President Nicholas Murray Butler, Mrs. Kate Douglas Riggs, Mr. Alfred Bishop Mason and Mr. Spencer Trask, the present treasurer.

On March 10, 1890, the first kindergarten of the Association was opened at No. 351 East 53d street, and within a few days it was filled, and many applicants had to be turned away. On October 27th of the same year, by the generous contributions of the Associate Alumnae of the New York Normal College, a second kindergarten was opened at the corner of First avenue and 63d street, in a mission building gratuitously put at the disposal of the Association by the Epiphany Baptist Church. From this modest beginning the work of the Association has advanced in sixteen years until now it has under its care thirty-three kindergartens, with sixty-six teachers, and an enrolment of about 1,700 children.

The Association has had but two presidents. Upon the resignation of Mr. R. W. Gilder, in December, 1893, Mr. H. W. Mabie was chosen as his successor, and still holds the office.

In his address at the first annual meeting, Mr. Gilder said that one important object of the Association was to demonstrate the value and need of kindergartens as a way of urging their introduction into the public school system of the city. This object has been happily accomplished. The first action in that direction, due in part certainly to the example and direct appeals of the Association, was taken by the New York Board of Education in 1892, when an extra appropriation of \$5,000 was voted for the purpose of starting the first kindergarten in connection with the public schools of the city. In 1896 the kindergartens became a distinct department of the public school system, and Dr. Jenny B. Merrill, an experienced teacher

and one of the constituent members of the Association, was appointed director of public kindergartens. Under her efficient direction 290 public school kindergartens are now in active operation in the boroughs of Manhattan, Richmond and the Bronx.

It must be noted, however, that there is still great need for the work of the Kindergarten Association. The public school buildings are, as a rule, so overcrowded that space cannot be found in them for an adequate number of kindergartens. In fact, many of those already established have been obliged to seek outside accommodation. This condition will unavoidably continue for many years. It is hard to foresee when the supply will be equal to the demand.

The Association kindergartens receive children at three years of age, and dismiss them at six years of age, ready to enter the primary school.

Another function served by the Association is that of raising the standards and illustrating the best methods of kindergarten work. Under its auspices many valuable courses of lectures have been given, and study classes for teachers carried on. The service of Miss C. P. Dozier, who was appointed in 1896 superintendent of the Association's kindergartens, did much to advance their quality. The present superintendent, Miss Mary H. Waterman, who succeeded Miss Dozier upon her resignation in 1904, has made still further progress in the same direction. Under her inspiring leadership, the Association steadily gains ground among the educational and beneficent agencies of the city.

While aiming always at the best kind of work, the Association has also aimed to give its help where the need was greatest. Its kindergartens have been placed in congested quarters, and among the most ignorant and degraded. Seventeen of them are on the lower east side. Others are in the not less crowded west side slums; in the quarter known as "Hell's Kitchen," in Little Italy and in similar neighborhoods. In many of the kindergartens a luncheon of milk and crackers is provided by friends who have been interested observant visitors, and who soon discovered that the children were insufficiently and often improperly fed. This simple supply of wholesome nourishment has frequently had the result of abolishing the drinking of tea and coffee by the children.

Mothers' meetings are held monthly, and have done much to carry into the poorest homes the enlightening and refining influence of kindergarten ideas. The women come for an hour's in-

formal talk with the teachers. They see how their children are taught to handle the occupation materials, and to busy themselves in plans and plays which develop them. They also get an object lesson of gentleness and self-restraint in child management. Some light refreshment is served, and the hour in the kindergarten is prized by the hard-working women as their chief recreation.

It is timely to call attention to a feature of kindergarten work which brings it to bear upon one of the most formidable and perplexing questions we have nowadays to face. If the difficulties and demands thrust upon us by our vast, and to some minds alarming, immigration are to be met, we must find some way of making our multitudinous foreign fellow-citizens understand and appreciate our national life. We must, so far as possible, impart to them *the American spirit*. As regards the adult immigrants, this is no easy task. There are the almost insurmountable obstacles of language and of inherited ignorances and prepossessions. Much patience is needed, and there must be put in a large ingredient of time.

But, with the little children, the case is different and far simpler. Their natures are still plastic. Their minds are still comparatively without alien preoccupation. They can be so swayed and molded as to grow up Americans, to absorb by natural process, by normal unconscious assimilation, the tone and tendencies of our social and political structure. They can breathe in the American spirit. And there is no agency better adapted for helping them to do this than the kindergarten, preparing them, as it does by its songs and flag drills, by its elementary patriotic exercises, for the more direct and advanced instruction in civics of the public schools.

Most of the kindergartens of the Association are supported by special funds. The Lowell kindergarten was founded by a fund derived from the proceeds of a lecture on Lowell, delivered by George William Curtis in 1892, the last time Mr. Curtis ever spoke in New York. The Francis Dana Wolcott kindergarten is supported by the income of a memorial endowment. Several others are similarly maintained.

In November, 1905, a friend who had already made generous gifts to the Association decided to provide for its use a substantial fire-proof building, to serve as a general center and headquarters. This will also be a memorial, and testifies emphatically to the giver's growing appreciation of the Association's work. It will contain offices, committee rooms, an assembly hall, a library for teachers,



GEORGE WILLIAM CURTIS KINDERGARTEN, MAINTAINED BY NEW YORK BANKERS AND BROKERS,
UNDER AUSPICES OF NEW YORK KINDERGARTEN ASSOCIATION

and two or three model kindergartens. The building is now in course of erection. It is situated on West 42d street, in a crowded tenement-house district, which offers large opportunity for kindergarten service. At the same time it is conveniently accessible from other parts of the city. The more assured position and the enlarged facilities thus soon to be enjoyed by the Association encourage the hope of a future development, answering better and better to the greater and greater need among the children of our city.

The Telharmonium

Those interested in music either from the standpoint of the musician or that of the maker of musical instruments, those eager to learn of new discoveries and applications in the mysterious realms of Nature will be well repaid by a visit to Telharmonic Hall, Thirty-ninth Street and Broadway, where they can hear beautiful music made by the most remarkable instrument of our own if not of all time. The electrical vibrations (alternations) of 150 dynamos are converted into sound vibrations and by addition or subtraction of one or more kinds of vibrations an approximation to a 'cello, a French horn, a bagpipe, etc., can be produced at will and conveyed by wire to a distance of a hundred or more miles. Invented by Dr. Thaddeus Cahill upon facts discovered by Helmholtz and others in their analysis of musical sounds. It is the only instrument giving an absolutely pure tone.

This invention brings within reach of moderate incomes most beautiful instrumental music. Several hotels and music halls have already been installed. Are we too optimistic in anticipating the time when every factory will have music at command to inspire and refresh the employees? Demonstration concert afternoon and evening.

Miss Hunter's Training School, New York City

Miss Jennie Hunter, a graduate of Mme. Kraus-Boelté's Training School, opened a kindergarten in October, 1883, and in 1887 started a training class—small it was at first, but in 1885 the number admitted had to be limited to forty-five students for each class.

The course is for two years, and is accepted by the New York Board of Regents.

In connection with the training school there is a model kindergarten, a connecting class and a primary department.

A course in connecting class work and primary methods is given to the kindergarten students.

The Jennie Hunter Alumnae Association is over three hundred strong and their great work is the maintenance of a free kindergarten on the East Side, where the students of the training class may practice under a capable graduate kindergartner.

Little Yellow Legs

ALICE DAY PRATT.

IT was Easter Monday morning. The little boys and girls of the kindergarten had brought their eggs to roll in Robert's yard, because the terrace there was the best in town.

They had broken and eaten most of them, and were looking about for some new game when Robert's cousin Lil came out on the lawn to talk to the kindergarten teacher, who was a friend of hers. The children hung about and listened, for Cousin Lil was very pretty and bright. The children thought she was beautiful.

Presently one of the little girls came and whispered to the teacher. The teacher smiled at Cousin Lil. "The children want you tell them a story," she said. "Robert says you tell 'scram-bunkshus' stories!"

"Oh dear me!" said Cousin Lil, looking frightened, "I can't tell stories. Why, Robert, you know I never tell stories, except the little common kind,—things that really happened. They don't want that kind in the kindergarten."

"Don't we?" said the kindergarten teacher, "Try us and see." She immediately sat down upon the grass and settled the children about her. "Now, Cousin Lil," she said, "We're ready for a 'scram-bunkshus' story." Cousin Lil was looking rather pale by this time. She wasn't used to telling stories to more than one or two little children, but she was thinking hard and fast.

"Well," she said, "I can't think of anything but a true chicken story. The eggs made me think of that." The children clapped their hands softly.

"When I was a little girl," said Cousin Lil, "a very long time ago, I had two very dear little girl friends named Nan and Fan. They lived on a farm three miles from town, and when I went to see them I had to stay all night, which was the best part of it. One morning early, I was looking out of the back door toward the country and wishing Nan and Fan would come to see me, when—sure enough—old Doll, with the covered carriage behind her; and Nan and Fan in the carriage, came spinning across the fields. They had come to take me home with them, and they teased when mother

looked doubtful. Mother had planned to have me help her with preserves that day, so I didn't tease, but I looked, I guess. So it came about that only an hour or two later Nan and Fan and I were cuddled up in our favorite place,—the tip-top loft of the great hay barn on the farm. This was called the 'clover loft' and was filled always with the choicest clover hay. We had some doughnuts, and we were leaning back against the hay, talking and eating, by turns.

"We had opened the little square door to let in the air, for it was always a little stuffy in the clover loft, and, as we looked out across the barnyard, I spied the tallest, funniest, longest-legged, yellow rooster I had ever seen. I couldn't help laughing as he strutted by, and Nan and Fan laughed too. 'Tell Lil about Yellow Legs,' said Nan. 'You tell her,' said Fan. So they both told it together about like this:

"'Yellow Legs is our own chicken, and he is a *dear* if he is funny-looking. If you could just see the feathers around his neck! They are the *beautifullest* golden yellow. Each of us had a hen. Nan's was black and Fan's was white. Nan called hers Jet and Fan called hers Snow. Last spring, a year ago, Jet and Snow began laying on the same day, side by side in the hay in the timothy loft. Jet laid yellow eggs and Snow laid white ones. Every day we brought in the eggs and put them in two baskets—the white in one and the yellow in the other. When they had laid fourteen eggs apiece they both stopped laying on the same day, and began to ruffle their feathers and cluck.

"'John said it was time to set them, and that we must set them just where they had been laying—side by side in the timothy loft. So, that night, just at dusk, we brought out our little baskets and gave Jet and Snow their own eggs again, one by one. They cuddled each one and clucked and cooed over it, and were the happiest things you ever saw. They were as still as mice for several days. Some days they would come off for food and water and hurry back. But, one morning, John says "That old Buff (who is, maybe, Yellow Legs' Mother) laid an egg in the hay between the two nests." When Jet and Snow came back from breakfast they saw the new egg and began quarreling over it.

"'First Jet got it into her nest and then Snow got it into hers. Then they got excited and each began rolling the eggs out of the other's nest into her own. This went on till they had broken several, when, at last, they settled down very angry. But every day it

happened again. Neither one dared to leave her nest for five minutes, because, when she came back she would find her eggs all stolen, and whenever this happened, some were broken. We cried and worried over it sometimes, for each of us had expected to have fourteen little chickens, fourteen black and fourteen white, and sometimes *we* quarreled just a little, too, when we found all of the eggs in one nest or the other.

"'Nan said each of us would own the chickens that hatched in her own hen's nest, but Fan said that wasn't fair, because Jet was larger and stronger and always got more eggs.

"'The day before the three weeks was up we stayed in the timothy loft a great deal, watching and listening, but nothing happened. Nothing happened the next day either, nor the next, but on the third morning, before we were up, we heard John calling us.

"'We ran to the window. There, across the barnyard, came Jet and Snow, clucking and scratching at every step, and behind them, peeping and screaming, came *one little downy yellow chicken!*

"'All that summer Jet and Snow took care of little Yellow Legs, but they had got over quarreling, and seemed to be quite satisfied to share their baby, and little Yellow Legs seemed to like one as well as the other.

"'Nan and Fan had got over quarreling, too. They were devoted to little Yellow Legs. They said that when she was grown they would share her eggs. They would set her and each would own half of the chickens. They would grow quite rich, they thought, selling the eggs these chickens were to lay.

"'One day in the fall, when Yellow Legs was about half grown, and was getting a beautiful droopy tail, quite different from that of any other hen in the yard, a strange little dog came to the farm and made great trouble among the chickens. That night, when the children fed them, Yellow Legs was gone. The next morning they found her in a hollow log, quite alive and well, but wedged in so tight that John had to cut the log open to get her out. Her droopy, yellow tail was all pulled out,—gone to a feather!

"'It took some months for the tail to grow again, and before it was grown the children were expecting Yellow Legs to begin to lay.

"'She was still fond of the timothy loft, and when the children saw her there they would whisper to each other, that perhaps she had gone up to lay an egg.

" 'She had been up there for a long time one day when Nan and Fan climbed the ladder softly. Yellow Legs was perched on a rafter, looking very wise, "I just believe she *has* laid an egg," said Nan, "So do I," said Fan. Just then, down in the yard, the big white Brahma rooster crowed a challenge. Slowly Yellow Legs raised herself to her full height, stretched her neck to the utmost, drew a long, deep, breath, and screamed at the top of her voice, R-r, r-r, r-rrrr!

" 'Yellow Legs was a rooster!

" 'We all laughed a good deal over Yellow Legs. The children's father said they could have him killed and so divide him, or they could sell him, and divide the money. The children would not consent to either plan, so Yellow Legs was master of the farm.'

" 'We had eaten the doughnuts all up, and it was growing hot in the clover loft.

" 'Lets run down to the wood lot and see the sheep,' said Nan and Fan.

" 'Oh do!' I said, 'I know there are some new baby lambs.'

" 'That's all of my chicken story, children,' said Cousin Lil.

" 'That was a *good* story,' said one of the little boys. "Yes it was," said all the children.

The editors regret that the regular instalment of Miss Mills' article on "The Program" has been crowded out this month. It will appear in the May number. The series will be continued next year.



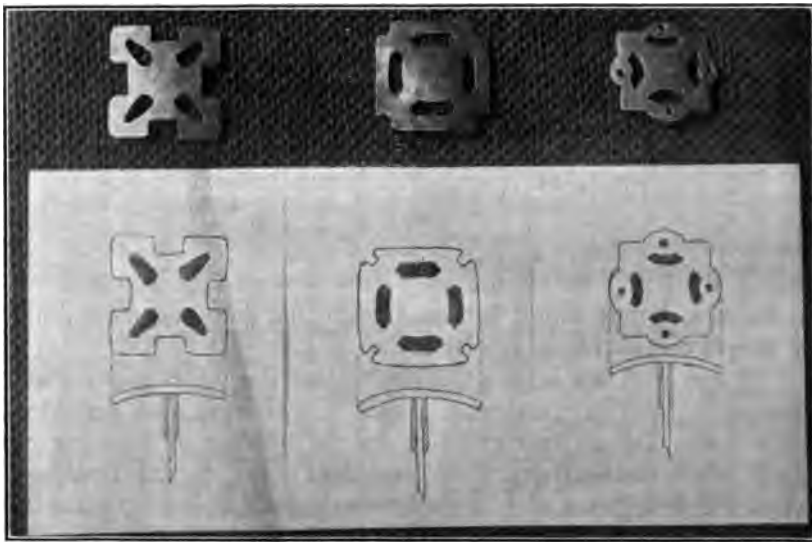
Arts and Crafts in the New York Public Schools*

ROBERT DULK

NO one who has followed the changes brought about by the introduction of machinery and the factory system of production can have failed to recognize the great influence it has had upon art and handicraft. In former times each piece of work that could in any way be called artistic was mostly hand-made, being the product, to a large extent, of the individual skill of the man by whom it was produced. This is especially true of the precious metal industry. Silver pieces were hammered up and ornamented by workmen who possessed considerable liberty as to the variations of detail. At the present time, however, the articles are created by a designer to please the buying public and then stamped up in large quantities.

In some fields this method of reproduction is a distinct advantage. This is especially shown in the manufacture of watches. In fact, in the making of all mechanical and scientific instruments

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Courtesy *Jewelers' Circular Weekly*

NO. 1. SAW-PIERCED HATPINS, DRAWINGS AND COMPLETED ARTICLES

and machinery, machines will do work which it is impossible to do by hand. When, however, we come to smaller articles, and particularly to silver and gold ware and jewelry, the effect of which depends largely on the impression of value, then oftentimes machine-made work becomes quite unsuitable. We have passed during the last 25 or 30 years thru an era of such art. The effect has been seriously to cripple the capacity of our artizans and to encourage on the part of the public a desire for tawdriness. This condition of affairs is the result of the modern manufacturing system, and is the death of art, for work that is designed without interest and executed with repugnance can never be expected to excite emotions of pleasure or sympathy or to promote art appreciation.

Prompted by this condition of affairs, and knowing that there could be no better place than the public school for instilling a feeling which makes for simplicity and purity, the underlying principle of art and handicraft, the writer three years ago made an humble effort to introduce the designing and making of craftsman jewelry and metal work in correlation with the free-hand drawing classes of



Courtesy Jewelers' Circular Weekly
MEDAL PRESENTED BY LOUIS C. TIFFANY

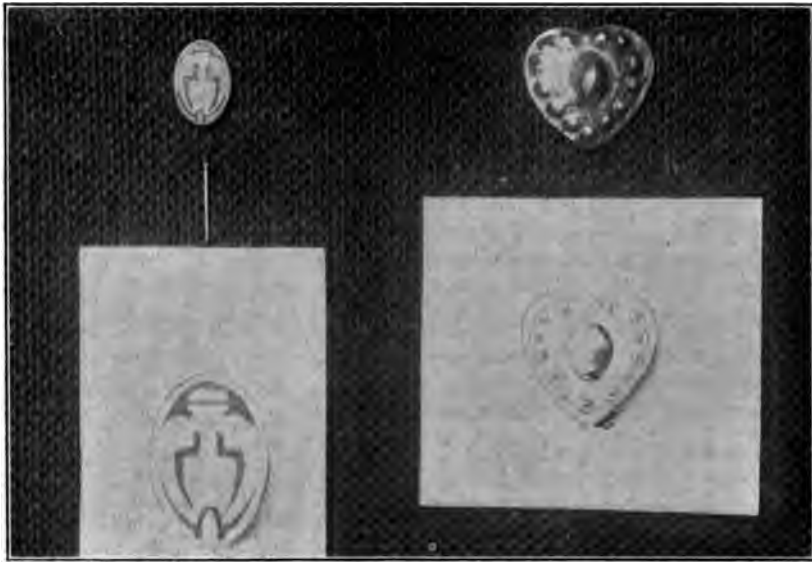
the New York Evening High School for Men. As was to be expected, the school authorities were slow to lend their co-operation to the new project, and it became evident that encouragement must be sought outside of the official circle.

It was with not a little trepidation that the writer approached that public-spirited gentleman, Louis C. Tiffany, and unfolded plans. Mr. Tiffany was quick to see the benefits of a course of study where self-activity would supplant mere formal training; where the young man without expense to himself, either for material or tools, might be trained in the use of his hands to carry out the ideas his mind has conceived. So thoroly in accord was Mr.

Tiffany with the undertaking that he volunteered to give the Louis C. Tiffany Medals for the Advancement of Arts and Crafts, one of gold and another of bronze, to be presented to the two students having the best showing at the end of the term.

The suggestion of Mr. Tiffany that the members of the new class design and execute a model for the medal was promptly acted upon, and the results of the competition submitted to him. The successful design for the medal is herewith illustrated.

With the donation of the medals new interest in the work was aroused. The Board of Education, on learning of the patronage of Mr. Tiffany, agreed to install a modest equipment as an experiment. That experiment has proved the need of such instruction,



Courtesy Jewelers' Circular Weekly

NO. 2. ETCHED SCARFPIN AND CHASED HATPIN

but it was not until the school moved into its present quarters in Tenth avenue, at 58th and 59th streets, last fall, that a definite course comprising design, modeling, chasing, etching, enameling and stone-setting was laid out by the instructor.

Here, in a new, beautiful and modern school building, costing a round million and a half, has been installed a large, roomy and well-lighted workshop where the very atmosphere is an incentive to

self-activity. In connection with the workshop is the designing-room, where the student is surrounded by illustrations of the best examples of work done in this field, which are drawn upon for inspiration. Here, under the guidance of the instructor, the designs for the problems are created, the practical side being continually emphasized. When the designs are completed the class goes to the workshop, where the hands are trained to fashion in wax, copper or silver that which has been planned in the designing-room.

That the students of this class manifest a deep interest in their work is shown by the reluctance with which they leave the classroom at the sound of the closing gong at 9.30 o'clock, and their desire to work out problems at home during the time when there are no sessions. When one considers that the students have



NO. 3. BELT BUCKLE SHOWING
ADVANCED CHASING

NO. 4. MONOGRAM DESIGN IN
SILVER AND ENAMEL

had no prior training in design or the crafts, the results shown at the end of the term are indeed encouraging.

Illustration No. 1 shows hat pins, and represents a problem in saw piercing and soft soldering, the articles being made for actual use, and are finished in verde antique or oxidized.

Illustration 2 shows an etched scarf pin. The design for this problem was drawn larger to facilitate freer handling.

The problem to the right represents a hat pin, a simple exercise for the chasing tool. Both are hard soldered.

Illustration 3 is a belt buckle, a problem in advanced chasing; also hard soldered.

Illustration 4 is a simple monogram design in silver and enamel.

Illustration 5 represents two bowls of hammered copper.

While these specimens are not the extent of the scope of the work carried on in this school, enough has been shown to give an idea of what the city of New York is beginning to do toward giving its youth practical education. Who will deny that the results for good thru this method of instruction are far-reaching, and who will deny that there should be ten such schools where there is now but one? The Guilds of England and the Gewerbe Schule of Germany and Austria amply testify what an incentive to better work the municipal tradeschool has proven itself.



Courtesy Jewelers' Circular Weekly

NO. 5. TWO BOWLS OF HAMMERED COPPER

Crippled Children in the New York City Public Schools

LILEON CLAXTON.

STEADILY step by step the humanitarian thought is becoming the basis of school work, as is it the foundation of the great charitable and philanthropic movements of the day. In no sphere, perhaps, is this more clearly shown than in the step taken by the Board of Education of New York City, when last fall they entered into the experiment of placing public school teachers and supplies in two of the charitable institutions sustained for the education and care of crippled children.

Since the Board of Education has taken up this work it seems strange that until this year so important a work was left to charity to look after. The children, because of their misfortune, should be given the best education that the city can provide. The minds of cripples are not necessarily different from those of normal children; very often they are superior; and again there is a large proportion—from six to ten per cent.—who are mental deficient.

However, since they have a physical handicap, they certainly should be given every opportunity to overcome this disadvantage by appropriate education. This is not only a question of making broader and happier the lives of cripples, but it is a matter of deeper social importance. If the education of crippled children be a department of public education the public funds will not be drawn upon in later years for the support of thousands of these people. Neither will the passerby witness the sight of cripples displaying their deformities in public places as a means of support.

To a well-balanced mind the thought of being a burden rather than a help must be worse than the inconvenience and suffering caused by the misfortune. A study of the children in the schools will show plainly that these children naturally fall into three classes.

First.—Those whose crippling is such that they will not thereby be prevented from entering business life.

Second.—Those whose crippling will prevent them from going to regular places to learn a business, yet who are capable of self-support in the home or school if properly educated.

Third.—Those who are mentally deficient, some of whom may be made self-supporting, others whose education would be mainly such as would relieve the tedious hours by some simple hand work.

Now the problem that faces the Board of Education is just how to treat each of these classes. The children of the first class can be left in regular public schools, as there seems to be no need of duplicating work for them. As the work develops there will undoubtedly be some surgeon who determines whether or not a child be taken from the regular schools and be placed in the special schools and how long he remain in the special schools, as is done now

in ungraded classes. The second class includes children who have lost the use of one or both hands; children who are not able to stand; those who cannot sit; those who are compelled to lie strapped to a board. Many such children can be educated for self-support. All can be taught in regular school branches, so that they can entertain themselves and others. In Denmark, where this work with cripples started in 1874 and has reached a remarkable degree of perfection, cripples with no hands at all are taught to use portions of arms in such manner as to manipulate machines that make beautiful laces, etc. Some work is being carried on with these children in the public school classes at present just in line with their needs. More will be done for them as the work advances.

In the third class, the mentally deficient, some of the children are grouped together and taught on the regular lines of such classes. Others are left in the regular classes, which is all wrong, as these children require so much personal attention that even granting the teacher knows the special methods for these children, she cannot be constantly with them when she has so many of another type demanding her attention. Closer grading will be one important result of public school methods in these classes for crippled children.

At present the public school workers recognize the importance of hand work for these children, and are giving more time than in regular classes to it. As this work continues provision will be made to extend the lines of hand work to the immediate needs of the children to the extent of making the chosen line a means of self-support when desirable. This is done now in the workrooms of the Montgomery street school at the expense of the Board of Managers. In the Boston School for Cripples, which is the best in this country, they teach typesetting, printing, cane seating, basketry and needlework, and pay for the work.

Just as in the conducting of classes for deficient, the children are grouped and re-grouped by periods in the day, according to the development of each child or his physical condition, so in these classes the adjusting takes place. This is greatly aided by organizing the classes as special classes rather than as any given grade.

The preceding facts make it evident that successful teachers of these children will require special training. It has been said that kindergartners, like poets, are born, not made. This is certainly true of teachers for cripples. However, after being well started, much careful training is necessary. A successful teacher of cripples must know a broad line of grade work, as her classes will not be closely graded. She must have elastic methods, as she may have children ranging from eight to sixteen years of age. She must have a useful knowledge of a number of lines of hand work, and be very proficient in at least one, and above and beyond all she must possess the soul of a woman, leading, encouraging, inspiring, loving, guarding these precious jewels of our treasure-house of childhood.

When the Board of Education took up this work it recognized

the need of special fitness, and sought teachers who had both kindergarten and grade experience, knowing that its teachers would prepare themselves in the new lines that opened. These teachers feel themselves to be entrusted with a sacred work, and many of them are students now in new fields.

One pressing need is a readjustment of our conventional games, rhythms and exercises. It is positively dangerous to proceed with these children as we formerly did. One boy may jump; another would be injured by the jar. One might race; another could not, so a close study under experts will be necessary here. Some such study is being planned by the Board of Education. These things will take time, energy, patience, but the Board of Education has taken up the work with enthusiasm. To a man they seem ready to do all they can to forward it. In sympathy, advice, supplies, they have not been lacking, and a new day for the crippled children has certainly dawned upon New York City.

An article on this work should not be written without describing some of the splendid work of the guilds for crippled children. In fact, until September, 1906, all the work for crippled children was done by some such organization. The purpose of their work is concisely expressed in one of their annual reports, thus: Our purpose is to teach the children in elementary education; to better their physical condition by medical treatment, and to render them self-supporting by means of manual training. These workers have so ably carried out their purpose that the public has placed thousands and thousands of dollars at their disposal. The school on the East Side spent last year the sum of \$13,576.33.

These societies provide stages to convey the children to and from their homes daily. At noon a good dinner is served, and milk or cocoa is provided through the day. Medical attendance of the best kind is given voluntarily. In some schools a nurse is in constant attendance to bathe and care for the children. The eyes, ears, throat and teeth are all watched. Eye-glasses and braces are furnished free of charge, so that in some of the schools the children are under hospital supervision and still are being taught by public school teachers or by faithful teachers who are paid by the guilds.

To the initiated the need of this work cannot be conceived. On Manhattan Island alone there are 7,000 crippled children; 4,000 of these are below Fourteenth street. Is it any wonder that in about 1900 Felix Adler and his co-workers took up this problem? Is it any wonder that these guilds spend thousands of dollars annually to carry these lame and hopeless ones from cellars and attics to sunshine and life—sometimes to health? And now the bountiful gift of \$175,000 by Mr. Emanuel Lehman to the Montgomery Street School insures all interested that before long as near ideal conditions as possible will prevail in that school, for with a thoroly equipped building, a very needy district to supply the children, an expert orthopedic surgeon in attendance, constant care from an

experienced trained nurse and public school supplies, teachers and supervision, what is lacking? It is certainly gratifying that all these necessary elements have finally come together, and it is hoped that ere long New York will not only equal Boston, but Denmark, in the purpose, quality and extent of her work with crippled children, and thus sound the note loud and clear that love prevails and humanity is the purpose of our educational system as well as the keynote to all the great charity organizations of the day!

A Plea for Crippled Children

EVELYN GOLDSMITH.

NOTHING in life is so regrettable as the neglect of an opportunity. Therefore it is that I urge attention to the present necessity and obligation of educating the children who are crippled.

The idea is quite prevalent that cripples are sad and sickly, and that it is depressing to be with them. This is far from the case. The children, being disabled, must wear braces and plaster casts and require special attention and care, but a visit to 29 Montgomery street, New York, where is a school given over entirely to such children, will show at a glance the joy and happiness that prevail, as well as the eagerness for work, because here the little unfortunates have a chance to express their individuality, to become self-reliant and prepare in a measure for future self-support.

When Dr. Maxwell and his associates decided to open a public school experimentally, in combination with a charitable guild, my hour of joy had come, after nearly ten years of waiting for this beginning. And now, after a year of this work, I am more than ever convinced of the duty we owe to the crippled child.

The school opened under the new arrangement September, 1906. It is maintained by two co-operating forces. The educational phase, teachers and school equipment are provided by the Board of Education. The physical necessities are cared for by the aforementioned charitable guild (Mrs. Henry Goldman, president), which established the school some five years ago, and has brought it from a small beginning to where it stands to-day.

Very important is the physical side, without which the educational would be greatly handicapped, if not entirely inefficient.

There are three great essentials: baths, fresh air and good nourishment.

Every child receives two baths weekly (making an average

given of 30 a day), a hot dinner at noon and milk twice a day. The braces must be looked after with care (they are paid for by voluntary contributions), and a physician examines the children once a week. Besides all of these benefits the guild provides transportation, stages bringing the children to and from school.

The building occupied is an old residence, each floor of which is utilized.

It is one of the doctor's orders that the classrooms are to be kept no warmer than at 55 degrees; therefore the windows are open the year round, and in the cold weather we all wear sweaters. This keeps the air always pure, and the children keep in good condition all thru the seasons.

The decoration of the walls and the general atmosphere of the rooms play an important part in the education of the children. As the children cannot very well get about to see beautiful things, these must be brought to them in the form of plants, birds, fish, pictures, casts and dainty window-curtains, etc.

The seating must be carefully studied. Adjustable seats are advisable, and stools such that all the little feet may rest comfortably. A boy in 1 B has two stools, each fitted to his special braces. We have also pillows to rest sides and back. For our four or five



KINDERGARTEN FOR CRIPPLED CHILDREN, 29 MONTGOMERY STREET,
NEW YORK CITY

stiff-legged boys there are boards built under the desk for resting the legs. If the child is thus made comfortable he can study and be otherwise benefited. Even in the kindergarten the little chairs have been sawed to fit the physical peculiarities of each individual case.

There are six classes: two in the kindergarten, one first grade, one second grade, one senior class and one for the so-called deficient children, but which I prefer to call the "adjustment" class. Here are children physically and mentally disabled, as well as certain foreigners, who for one reason or another require special attention. This ungraded class, as it is termed in the public schools, is especially important in this school. Many are backward because of long stays in the hospitals, or perhaps a child is put here who would otherwise be locked up at home while his mother was at work.

The manual work thruout the school is unusually good. Singing also is a strong feature, and music they all love.

The fire drill is something to see. We can empty the building in three minutes, some children sliding down the banisters. It is our present hope to obtain the backyard next door and have individual gardens for these children who love nature and flowers.

As the children grow older a livelihood must be thought of, and we are studying how to develop those lines for which a child has a special aptitude. Beautiful baskets are made by the boys and beautiful embroidery is done by the girls. A room is provided by the guild for the older ones, where they may learn something which will enable them to support themselves later.

There are 7,000 cripples on Manhattan Island, and 4,000 of these live below Fourteenth street, and only this one public school of 100 children in this congested district.

In organizing such a work it is imperative to secure just the right kind of teacher. Such a one must have a strong personality, excellent scholarship and such experience and resources that she will be ready to meet special and unexpected conditions that may spring up suddenly. Abounding energy and a love for the work and for children are also essential.

A second such school has recently been opened by the Board of Education on Madison avenue. This is also in connection with a charitable guild.

It is hoped that many such schools will be organized in our own and other cities.

"Scatter the sunshine and the joy will be
Yours when summer has flown."

May-Day Suggestions

MARI RUEF HOFER.

FORTUNATELY for us the vital experiences of life have been repeated and typified in such manifold ways that we may hold to a truth in whatever garb it appears or in whatever new setting we give it. The festivals are particularly helpful as a study of form and in perpetuating the dramatic element in present or past experiences, while the pageant has become obsolete, with the exception of the New Orleans mardi gras or a California rose festival, or possibly a modern labor day or *Schuetzen Fest*, policeman's parade or an occasional Fourth of July.

In the schools we have opportunity to hold fast in part or perhaps to restore this passing important art factor.

All times, all races, have contributed to the customs and celebrations of May. With the Greeks the joy in nature expressed by such colored all their social and religious life. The entire spirit of classic dancing which remains to us is drawn from this subject.

With the Romans the personification of the thought was the beautiful Flora, dispenser of bud and blossom, and Floralia, or Flora's Day, was her festival. She was also known as Maia, mother of Mercury, Queen of the May.

It is to the Roman Cæsar who named the months that we owe the naming of our own month of May.

England drew many of her new festival ideas from the same source, intermingled with the customs of the Druids. The tree-worship of the latter accounts for the custom of visits to the woods at daybreak for the gathering of May boughs, and the dancing throng returning laden with the branches of blossoming hawthorne and sycamore.

The Roman Maia furnished the May queen, to which add the customs and traditions of the yeomanry, such as Robin Hood of the merry greenwood, with their pranks and sports, and you have the typical English May Day which is being revived.

The ancient Germans personified the earth as the great spinner, and spring as Frau Holla, who sat and spun and wove her mysteries of growth and bloom, as told in the old song:

"Dame Holla on the meadows
 Spins her summer treasures,
 Spins them there, fine as a hair.
 She has spun them seven years;
 Seven years have passed away;
 Turn yourself, shout and play,
 And altogether dancing go
 About the circle, so!"

The remainder of the tradition is fulfilled in the form of the game which is the basis of the German *Reigen*, or old chain or winding game. Our example of this was printed in a recent number of the MAGAZINE, "A pretty wreath we're twining."

The Roumanian Easter dance from the church to the fields in which the dancers move from right to left, the step in advance signifying the progress from winter to summer, is a typical one also.

The games typifying contest between winter and summer are found thruout Europe, especially in Germany and colder countries. The old English "Here we come gathering boughs in May," printed below, is a good example of this game. In very early times this took the form of actual battle, the men ranged against each other in mock warfare, armed with staves. The old German May rhyme chronicles this in

"Stab aus, stab aus,
 Wir staben den Winter die Augen aus."

A beautiful Old-World spring custom, still extant in parts of Germany and France, is the Blessing of the Fields, a procession in which the whole village, headed by the priest or curé, takes part. A detour of the newly cultivated fields is made, and with chanting and incense a blessing on their prosperity is invoked. Breton has a beautiful painting on this subject, which can be easily secured as a print. This gave rise to the processional dance, like the English Faddy dance thru the village.

May Day, Arbor Day or Tree-Planting Day, and other like occasions give opportunity for the festival, in which all the old customs which are worth while may be retained. At the same time it may be of value to the teacher to know the source and reason of the game forms she is now using, and that they are not merely Froebelian devices but prove rather the fundamental quality of Froebel's work in choosing the folk forms as models.

To review: The live games of the spring time show ideas of contest, etc.: the processional, the joyous throng celebrating the return of flowers and sunshine; the chain and ring games typifying the twining of the garland and wreath. All these may be used.

DECORATIVE MAY-DAY FEATURES.

Quite a few of the old English dances are printed in modern song-books or can be found in library collections. One settlement club reader made a very effective game of the contest between winter and summer, in which the boys took the part of winter, with snowballs of cotton wool, with which they pelted the girls, they in turn being driven off by the girls armed with flowers and garlands.

The winding of the Maypole is one of the best examples of the wreath game. While familiar to all, it presents difficulties to the uninitiated. A few suggestions may not come amiss.

The pole can be wound in simple figure of an inner and outer circle going in opposite directions. After this the more difficult figure may be attempted, as winding in opposite directions. For this let the children first practice a grand right and left without ribbons, then with them a simple dance step is holding them in rhythm—heel and toe, hop, hop, hop. With older children a more difficult *Reigen* step may be used.

ENGLISH MAY-DAY FOLK GAME.*

Here we come gathering boughs in May,
Boughs in May, boughs in May,
Here we come gathering boughs in May,
This cold and frosty morning.

Who will you have for your bough in May, etc.
We will have Mary for our bough in May, etc.
Who will you have to pull her away? etc.
We will have Katie to pull her away, etc.

Directions for playing. The children form in two lines of equal length, facing each other, with sufficient space between to admit of their walking backward and forward. The two lines sing alternating verses, marching as they sing. At the end of the fifth verse a handkerchief is laid on the ground, and the two children matched against each other join hands (right) and endeavor to pull each other over. The child pulled over is the captured bough, and joins in the side of the capturers. The game is then again started by the victorious line. This is repeated until all have been chosen.

The word "bough" is also interpreted "knots," and its corrupt form "nuts" in May. The words are chanted to the well-known air of the "Mulberry Bush."

* Old English folk game, supposed to symbolize the conflict between summer and winter.

GARDENING.

The familiar finger-play, "In My Little Garden Bed," by Miss Poulsson, usually introduces this play to the kindergarten. "In this way, children, we can really see what the first tools were." A good circle game of the imitations of the various activities of gardening can be improvised, which involve fundamental postures and exercising of large muscles. Note the variety of positions involved, and emphasize these in pushing, stooping, lifting, etc.

A. Preparing the Ground.

1. Grasp spade with right hand on handle, left on length.
2. Push with foot as if firmly into the earth.
3. Stoop, pushing spade backward to loosen earth.
4. Lift shovel as with weight. Throw to outside of circle.

The order of exercise would be spade—lift—throw, etc.

B. Hoeing—Breaking up large lumps after spading.

1. Holding handle, arms outward stretch, left foot advanced, body forward.
2. Short chopping movements with forearm. Move slowly around circle.

C. Raking—Garden bed *inside* circle.

1. Hold handle as in hoeing.
2. Pull rake slowly forward and backward.
3. Change weight from foot to foot while walking slowly round the bed.

D. Planting—Stooping over imaginary bed.

1. Each child measure off space arm's length and width.
2. Make furrows with hand in straight lines.
3. Plant beans, one, two, three, four, etc.
4. Cover over with the hand from right to left.

"Stand and stretch—hard work, isn't it?"

E. Watering Garden—All get cans and make ready. Order should be maintained by sending certain number at a time.

1. Run to pump with cans.
2. Let one child impersonate pump. "Must be strong."
3. Pumping, use arm for handle, up, down, up, down, etc.
4. Carrying full cans to garden and sprinkle.

Where there are many children have more pumps, and children stand in line till their turn comes.

5. Sprinkling the beds from left to right, evenly.

Finish by playing French Folk game, "This Is How We Plant the Bean" (Singing Games Old and New), in which these imitations are all given in unison.

Program for May

HILDA BUSICK

FIRST WEEK.

MORNING TALK.—The new month, the new calendar. What the new month brings; spring hats and jackets; May parties; spring flowers; leaves and blossoms on the trees. The uses of the tree; wood obtained from them in winter; buds, leaves, blossoms in spring; shade, homes for insects, birds and squirrels in the summer; nuts and fruit in the fall. Arbor Day.

Nature Material.—Planting of willow and poplar branches which have taken root in water; chestnut and hickory nut branches; apple blossoms; cocoons; nests.

Stories.—The Four Apple Trees (In the Child's World); The Homes in the Tree; The May Basket (Stepping Stones to Literature); What the Chairs Said (Stepping Stones to Literature).

Songs.—The Trees Are Waving (Golden Boat Series); Lovely May (Merry Songs and Games); The Robin's Song (Small Songs for Small Singers). (Sing to the children.)

Games.—Trees; birds flying, hopping; Maypole dance.

Pictures.—A Day in June; nests, birds, trees, butterflies, apple blossoms, squirrels, branches of fruit-trees.

Rhythms.—Trees; birds; skipping.

Fingerplay.—Mother Tree.

Gifts.—*Building*; objects made of wood.

Seeds: May baskets, Maypole and ribbons, trees, squirrels, nests, birds, butterflies.

Occupations.—Drawing, trees in winter, trees in spring, spring flowers, branch of apple blossoms. Illustrative of Morning Talk.

Folding.—May baskets (filled with spring beauty, anemone, adder's tongue and violets to take home; also one hung on door of principal's office and on doors of A classes).

Objects made of wood.

Cutting.—Trees, birds, squirrels.

Painting.—Blue sky, grass, trees, violets (on invitations for Mothers' Meeting).

Clay, chestnut burs (using Christmas-tree needles), birds, squirrels.

Cutting remaining branches from Christmas tree, using trunk for Maypole. Making pink and white roses of tissue paper for Maypole.

SECOND WEEK.

Morning Talk.—The May parties under the trees in the parks.

What the children play; what they see in the parks. Morning-side Park, its grassy hills, its poplar-trees, its steps, fort, view from the fort; the sparrows and robins. Mount Morris Park, its bell tower, flower beds, squirrels. Central Park, its menagerie. lake, rowboats, swan boats, gondolas, swans, ducks, bridges, summer houses, fountains, swings, merry-go-round, goat carriages, donkey rides.

Nature Materials.—Apple blossoms, wild geranium, wild azalia, golden club, violets, Jack-in-the-Pulpit; excursions to the different parks in groups every afternoon.

Stories.—Baby Robin (*Kindergarten Review*, Vol. II.); Phoebus and Ga (*KINDERGARTEN MAGAZINE*, Vol. 13); The Poplar Tree (Nature Myths, Cooke).

Songs.—Maypole (Holiday Songs); Swing Song (sing to the children); Little Yellow Dandelion (Songs of the Child World); Boating Song, one verse (Songs of the Child World).

Games.—Merry-go-round; rowboats; donkey rides; goat carriages; games played at May parties.

Pictures.—The Maypole Dance; Children on the Lake; May Parties on the Common; Feeding the Swans; The Goat Carriages.

Rhythms.—Swings, rocking of boats.

Fingerplay.—Marching; My Little Garden.

Gifts.—Building: boats, bridges, swings, merry-go-round, steps, fort, bell tower, summer-house, seeds, Maypoles, drums, flags, ducks, swans.

Occupations.—Drawing: Illustrative of Morning Talk. Spring flowers, coloring birds.

Folding: bench, boats.

Cutting: swing, birds, fence, tree, sign, "Please Keep Off the Grass," ducks, swans.

Painting: grass, mount tree, bird, fence, sign.

Paint water, mount swan, boat.

Clay: boats, ducks.

Make dandelions.

Make Maypoles.

Too much was planned for this week, therefore the talks and work were carried over into the

THIRD WEEK.

Morning Talk.—Talks on Central Park continued; the children's pleasure there in merry-go-round, goat carriages, donkey rides, swings, croquet.

Nature Material.—Violets, ferns, Jack-in-the-Pulpit; excursions to Central Park.

Stories.—Dumpy, the Pony (Lindsay); Sadie's Trips to Central Park.

Songs.—Little Yellow Dandelion Swing Song (song echoes).

Games.—Dramatize Morning Talk.

Pictures.—The Merry-go-Round; The Donkey Ride; Children Playing Croquet.

Rhythms.—Swings; donkey trot and run; skipping.

Gifts.—Building: trolley cars; merry-go-round; goat carriage; swings, tables and chairs at birthday party.

Seeds: croquet wickets, balls, mallets.

Occupations.—Picture books for two birthdays.

Drawing: illustrative of Morning Talk, spring flowers.

Folding: trolley car; goat carriage.

Cutting: goats (outlined).

Clay; stand for wickets made of wire; clay balls and mallet, stick handle. Make merry-go-round, using spool with slats glued to one end, paper dolls pasted on ends of slats.

Less work was planned for this week because of the birthday party given to the children by the grandmother of one of them. It was very simple, but naturally used some of the time.

FOURTH WEEK.

Morning Talk.—Moths from one of our cocoons; other moths; butterflies; the caterpillar in the fall, its life; spinning of cocoon (in kindergarten) the change.

Nature Material.—Cocoons, moths, buttercups, pansies.

Stories.—Dan (Mother Goose Village); The Sleeping Princess (Mother Goose Village); Inside the Garden, I. (Lindsay).

Songs.—Wake, Says the Sunshine (Hubbard); Butterfly (Blow); The Merry Month of May.

Games.—May Dance. Dramatize Morning Talk (if children suggest it).

Pictures.—Moths, butterflies, caterpillars, cocoons.

Rhythms.—Flying like butterfly.

Fingerplay.—Fuzzy little caterpillar.

Gifts.—Seeds: illustrate Morning Talk.

Occupations.—Drawing: illustrative of Morning Talk, buttercups.

Cutting: vase, mount. Paint buttercups, butterfly. Cocoons made of tissue paper fastened to twig. Butterfly made of tissue paper, tiny colored clothespin for body; eyes painted on wings. May party crowns made of manilla, interlacing strip fastened at back with paper fastener, decorated with one-inch parquet squares. Flowers (the butterfly loves) made of tissue paper.

FIFTH WEEK.

Morning Talk.—The flowers the butterfly loves; wild and cultivated; their use on Decoration Day; older brothers and sisters bringing them to the school; soldiers, flags, monuments, wreaths. First day of summer. Walk to Hancock Statue to see the decorations.

Nature Material.—Clover and other wild flowers; geraniums.

Stories.—No new ones.

Songs.—Our Flag (Small Songs); Summer is Here.

Games.—Soldiers.

Pictures.—Monuments decorated.

Rhythms.—Marching by fours.

Gifts.—Building: monuments. With second gift, build a large monument in center of floor, decorate with flags and pots of flowers from our window sills.

Occupations.—Drawing: illustrative of Morning Talk; flowers.

Cutting: Maypole with streamers.

Painting: free, children with Maypoles.

Chains of flowers for decorating room.

Clay monuments, paper flags.

A Few Points of Special Interest to Sightseers in New York City

THE usual guidebooks will give to the interested visitor the important places to be seen, with directions for reaching them, but from the many it is not always easy to choose what is the most important, and we will, therefore, give a few general descriptions and directions which may be of service, speaking especially of certain things which may not be found in all guidebooks.

In entering New York the only railroad lines which come directly into the city are those which arrive at the Grand Central Station. The other lines reach Manhattan Island via the many ferries.

Many of the roads have two ferries, one for the convenience of those who have business downtown, the other one taking the passenger several miles farther uptown than the first. If you expect friends to meet you be sure that they understand just where to look for you—*i.e.*, whether on the New Jersey side or the New York side, and in the latter case whether at the upper or lower ferry.

The short trip of from ten to twenty minutes across either the East or the Hudson rivers is of surpassing interest to the one who makes it for the first time, and it never loses its charm for many. Both river and bay are alive with all kinds of craft, from the puffing little tug which guides the giant ocean steamer into port to the splendid liners themselves, the innumerable ferryboats, the beautiful white pleasure yachts, the many-winged sailboats, the queer dredging barges, several being drawn along tandem with ropes fathoms long. At night the sight is exceptionally beautiful, when every vessel is aglow with rows of lights casting long reflections from their windows into the answering waters, and the red and green signal lights adding their bit of color. In the distance may be seen the Bartholdi Statue of Liberty, and the mammoth buildings display their myriad lights.

Whether in daytime or nighttime the shore line of Manhattan is a vision to set one's pulses beating with feelings of mingled pride and humility. What wonders hath man wrought working in harmony with the laws of God! But what a city of beauty and glory he might make if he worked consciously as a child of God!

PUBLIC BUILDINGS.

Those who reach the city via the Chambers Street ferry, if free of hand-baggage, and weather permits, may easily walk across the city thru Warren street to the City Hall Park. At the lower end of this may be seen Macmonnie's statue of the brave young Nathan Hale, whose only regret was that "he had but one life to lose for his country." He is portrayed as standing with pinioned arms awaiting the death sentence.

The City Hall is one of the oldest buildings in the city, and is beautiful in architecture and in the ivory tone of the marble. In the Governor's room, near the southeast corner, Washington read to his troops the Declaration of Independence five days after its signing in Philadelphia. Inside may be seen the table upon which Washington wrote his first message to Congress, also the furniture used by the first Congress.

Many giant newspaper office buildings loom up on the east side of the park, while the postoffice bounds the south side.

Here may be seen Plassman's statue of Benjamin Franklin and Ward's statue of Horace Greeley. The cupola of the World Building is open from 9 to 1 and commands a fine view of city and harbor.

Here also is the entrance to Brooklyn Bridge. Fifteen minutes will take you across and back in a car. Do not try to cross at the rush business hours, but if you want to see what the "rush hour" means, stand there a few moments about six o'clock P. M., and observe the hundreds of Brooklynites as each crosses the various parallel tracks to reach his car. Here the best as well as the worst of human nature may be studied.

We cannot name all the buildings which should be seen, but among those most noteworthy are the following:

THE AQUARIUM—CASTLE GARDEN.

At the southernmost extremity of Manhattan Island is the refreshing bit of green park called the Battery. Here we find Castle Garden, originally a fort. Lafayette landed there in 1824. In 1847 it was fitted up as a place of amusement, and here Jenny Lind sang. In 1855 it became a State immigrant depot, and when in 1891 the United States took charge of the immigration and transferred the station to Ellis Island, Castle Garden was trans-

formed into an aquarium, where all kinds of wonderful sea-life, both beautiful and queer, may be observed.

Turning up Broadway we come to Bowling Green, a small oval, the oldest park in the city. The leaden statue of George III, which once stood here, was melted into bullets by the ardent patriots of 1776.

Among those not to be missed we would place the Appellate Court on the corner of Twenty-fourth Street and Madison Square. Do not fail to visit it if you can make the time. It is possible often to see at exhibitions beautiful pictures having, however, no special relation to each other or to the building in which they are shown. But the Court of Appeals contains fresco decorations not only worth study because of their intrinsic value and beauty, but because they offer examples of art in harmony with their setting. The exterior of the building is of white marble, with heroic figures decorating the roof, and two nobly conceived figures of Wisdom and Force adorning the sides of the entrance.

Upon entering, a card may be obtained describing the frieze which decorates the entrance hall. Each figure, tho small, is beautifully conceived and executed, and needs to be quietly studied to be fully appreciated.

The large court room is lighted by a beautiful glass dome, and the judges' bench is richly decorated. Besides the frieze this room contains three splendid frescoes—one by Blashfield, so familiar to kindergartners thru his picture of the Bells, and one by Walker and another by Edward Simmons. Beautiful in color, vigorous in drawing, true and inspiring in conception, they bring rest and refreshment and uplift to body and spirit.

Cooper Union, or Institute, at the head of the Bowery and junction of Third and Fourth avenues, has a warm place in the heart of all New Yorkers, for here have been held all the most important mass meetings at which public opinion has expressed itself since its foundation in 1857 by Peter Cooper. The Institute embraces day and night schools of various kinds open to those who must be wage-earners by what they learn there. It was one of the first in the country to offer courses in applied art and similar opportunities. There is a large library and reading-room also. Here occurred that famous historic episode when Wendell Phillips addressed a large audience in a pessimistic vein during the war days, and was suddenly arrested by the aged colored woman, Sojourner

Truth, who rose and pointing a rebuking finger at him, called out in thrilling tones, "Wendell, is God dead?" and immediately turned his tide of thought into an address that rang with glorious inspiration. The audience hall, which seats about one thousand, is consecrated ground to those who know its past and the good work still being done in the present. Sunday evenings, under the auspices of the People's Institute, meetings are held at which, after music and an address by well-known speakers, the meeting is open to debate from the floor. It is a wonderful sight—the large room, with its audience of earnest, thoughtful working men and women.

CHURCHES.

Wall Street must not be missed—the heart of the business world of America. At its extreme end is Trinity Church. Only a few years ago it was "the thing" to climb Trinity steeple to see the view. Now the still beautiful church is dwarfed by the towering buildings on every side. Church and churchyard form a strong contrast to the busy city just outside. In the cemetery are found the tombs of famous old New Yorkers.

Even more interesting because of old associations is the still older church of St. Paul's on Broadway, between Fulton and Vesey streets, the oldest church building in the city. Here one may sit in the pew once occupied by Washington and the one in which Clinton once sat.

St. Paul's also still retains its old churchyard where noted people are buried. Both the last-mentioned churches have beautiful song choirs.

Grace Church, at Tenth Street and Broadway, with its rectory forms one of the most picturesque corners in the city, and will repay a visit. It has melodious chimes. It is near Wanamaker's large emporium.

The Church of the Transfiguration, Twenty-ninth Street near Fifth Avenue, is popularly known as the "Little Church Around the Corner." A certain pastor of a Madison Avenue church is said to have referred to a little church around the corner those who wished to engage his services for the funeral of the aged actor George Holland. The emissary, Joseph Jefferson, sought the pastor, Dr. Houghton, who did not refuse, and since then actors and actresses who die in New York are buried from it. It is a quaint, attractive building.

The Roman Catholic Cathedral, Fifth Avenue and Fiftieth Street, is very beautiful, with its towering white steeples and wonderfully graceful proportions. It is the largest church edifice in the city.

A charming corner of old and aristocratic New York are the twin parks forming Stuyvesant Square. On the west side is the unassuming little Friends' meeting-house and school. The school dates its origin to 1860, and since its founding the children have been fortunate in having a good-sized outdoor yard to play in, a privilege open to few school children in our crowded metropolis. The Friends seem to have early recognized the need of active exercise for the growing child, not entirely supplied by the attractive park opposite.

The kindergarten opened in 1878, and a kindergarten Normal class was opened in 1880 by Mrs. S. M. Harris, and was continued until 1897, when Mrs. Harris gave up the work, after seventeen years of service.

The joint principals of the school are Mr. Edward B. Rawson and Miss Alice S. Palmer. Miss Alice Francis is the kindergarten director.

Across the street is St. George's Episcopal Church, so long associated with the name and splendid work of Dr. Rainsford. The



KINDERGARTEN FRIENDS' SEMINARY, NEW YORK CITY



Courtesy Friend's Seminary

FRIEND'S SEMINARY, STUYVESANT SQUARE, NEW YORK CITY
ST. GEORGE'S CHURCH ACROSS THE STREET

Hebrew Technical School for Girls is on the southwest corner, and almost adjoining this fine building are the headquarters of the Little Mothers' Aid Association, 236 Second avenue. The building occupied by this organization was long the home of the English consul.

The People's Institute Club faces the south side of the square.

The Temple Emanu-el is called the most perfect and beautiful specimen of Moorish architecture in America. Fifth Avenue and Forty-third Street, not far from the Grand Central Station.

The Church of the Ascension, Fifth Avenue and Eleventh Street, has a wonderful painting of the Ascension, by La Farge.

St. Mark's, on Tenth Street and Second Avenue, is another very old edifice (for America), dating back to 1826. It covers the site of a chapel built by Peter Stuyvesant. Indeed, all this territory belonged to the old Stuyvesant estate. From this churchyard was stolen the body of A. T. Stewart, the great merchant, for the sake of a ransom.

The First Church of Christ, Scientist, Ninety-sixth Street and Central Park West, has a wonderfully beautiful stained glass window, representing the first Easter morning.

The new Cathedral of St. John the Divine is building now at One Hundred and Thirteenth Street and Morningside Heights. Services are now held in the crypt. The richly ornamented altar is of Tiffany make.

The Astor Library on Astor Place, near the head of the Bowery, is one of the most complete of reference libraries, and is a delightful place in which to do research work. It will in time be moved to new quarters on Bryant Park, where, together with the Lenox Library, the New York Public Library and the splendid library of the late Samuel J. Tilden, all together will form the great public library of the city. There are twenty-eight branch libraries in the circulating department.

The University of the City of New York is now located upon what are known as University Heights. Here will be found the beautiful Hall of Fame, gift of Miss Helen Gould, placed upon the brow of an eminence which commands a wide view of the valleys of the Harlem and the Hudson.

But one feels grateful to Miss Gould not only for this plan of keeping before young Americans the memory of some of those who have made their country great, but also in conserving for us the

inspiring views which make of the Hall of Fame a picture gallery enclosing in marble frames exquisite views of river, grove and valley. May it be long before these lovely scenes are changed to those in which factory or flat play the part of central figure. Almost one is tempted to ask, Where is the native who will persuade the citizens to purchase the surrounding territory that it may be forever saved as a park for the joy and uplift of future men and women?

ART GALLERIES.

Metropolitan Museum of Art, Central Park, near Eighty-fourth Street and Fifth Avenue.

Lenox Library, Fifth Avenue and Seventieth Street, contains rare books, manuscripts, and a few fine examples of the old masters. Among the modern pictures are Munkacsy's "Milton Dictating to His Daughters." Also two Turners.

Studios of American Fine Arts Society, Fifty-seventh Street, between Seventh Avenue and Broadway. Several art societies are located here, and here the Academy holds its annual exhibitions.

American Art Association, 6 East Twenty-third Street, has exhibitions also twice a year, in spring and autumn. Nearby are the rooms of the Berlin Photographic Company, with beautiful reproductions for sale of well-known paintings.

NEW YORK MAINTAINS MANY PARKS.

Central Park is beautifully diversified, with hills and dales, trees and shrubbery, with an old historic blockhouse at the northern end. Many statues adorn it, and bridges and the beautiful Belvedere add charm and variety.

Prospect Park in Brooklyn is also beautiful, and admits of more freedom to grassy sward and hillslope.

Morningside Park, from One-Hundred-and-Tenth to One-Hundred-and-Twenty-third Street, is one of the most picturesque parks, being in places almost vertical with battlemented wall, above which rise the stately poplars rooted far below. Winding stone stairways, shrubs and walks transport one in the moonlight to the realm of romance. Fort Horn (1812) crowns its northern bluff.

Bronx Park, easily accessible by elevated or subway, contains a botanical garden and a zoological garden of rare value.

Settlements and Settlement Kindergartens in New York City

IN writing of the University Settlement, 184 Eldridge street, we give a little more space to its history than to some of the others, as it was the first settlement, not in the city alone, but in the country at large.

The settlement movement as such was inaugurated in the United States by Dr. Stanton Coit, when in 1886 he went to live as a settler at 146 Forsyth street, inspired thereto by what he had seen and felt after some months spent at Toynbee Hall, London. Dr. Coit, a native of Ohio, had taken his degree of Ph.D. in Berlin, and was this winter assistant lecturer for the Ethical Culture Society. He organized at once clubs of boys and girls under the general name of the Neighborhood Guild, by which title the settlement was known until 1891, when it was taken over by the recently organized University Settlement Society as its first settlement. Dr. Coit is said to have considered that actual life as a settlement began, however, with the arrival in the residence of Charles B. Stover early in 1887. Mr. Elmer Forbes, Mr. P. C. Hale, W. B. Thorp, M. I. Swift, all university graduates, were also residents this year.

We learn that as many as twenty-two volunteer workers were in the field before the Guild was two years old, and a set of clubs on Cherry street was formed by Mr. Philip Mosenthal as a branch enterprise. From the beginning the sense of social obligation was cultivated in club members, one-fourth of the dues of every club being devoted to the poor.

In the fall of 1887 Dr. Coit, feeling the need of beginning at the beginning in his ideal of sharing one's privileges with those who have few, asked for and received the co-operation of Miss Christine Goldmark and Miss Mary Frances Johnston in the organization of a kindergarten.

Miss Goldmark, sister-in-law of Dr. Felix Adler, altho a New Yorker, had received kindergarten training in Dresden at the training school so long fostered by the elder Baroness von Marenholtz-Bülow. Miss Johnston had studied under Miss van Wagenen in New York, but met Miss Goldmark while visiting the Dresden Training School. The winter spent in the charming German town

made the two young kindergartners well acquainted, and when in New York they gladly gave their services for one winter to the Guild, securing material as best they could thru donations and contributions levied upon generous and sympathetic friends, Miss Johnston then entering into other pursuits, while Miss Goldmark gave her services to the kindergarten of the Ethical Culture School, then located at 109 West 54th street.

All this time a little club work was carried on in the afternoons, Miss Marion Macdaniel and Miss Mildred Conway, (now Mrs. Sawyer) daughter of Moncure Conway, being active outside workers in these beginning days.

Mrs. Spahr (Miss Jean Fine) was also actively interested in 1888, and she later founded the college settlement on Rivington street.

From Forsyth street the settlement moved to 26 Delancey, and from there to its present quarters in the fine building especially erected for settlement purposes on Eldridge and Rivington streets.

Succeeding kindergartners were Miss Wilson, Miss Arnstein and Miss Collis, Miss Louise Maynard, the present faithful head kindergartner, was appointed in 1897, when, under the able management of the Women's Auxiliary of the University Settlement Society, the kindergarten was placed upon a more substantial financial basis. Miss M. J. Wilhelm was assistant.

Miss Maynard has also for two summers directed the summer home for the children of the kindergarten which was endowed by Mrs. Kahn and Mr. Wertheim as a memorial to Mrs. Wertheim, who was much interested in the kindergarten.

As the children outgrew the kindergarten they were organized into clubs for work and play, and thus a hold was kept upon them, and when the time was ripe mothers' clubs were formed and summer kindergartens arranged for.

The University Settlement has always made a strong point of

*When in Dresden they several times took afternoon "kaffee" with the Baroness, and in a letter recently received from Miss Johnston, now Mrs. Arthur Levi, resident in London, she says: "There was a niece of the Baroness von Bülow always present who fluttered about constantly and seemed very anxious lest she should over fatigue herself." Many of our readers will remember the visit of this bright young niece to the United States in 1897, when she made a long tour of our country covering all the large kindergarten centers.

Miss Goldmark, who later married Mr. Adolph Openhym, still maintains an active interest in kindergarten and settlement movements.

interesting the neighborhood men and women in the welfare of the city, stimulating their sense of civic pride and responsibility.

The College Settlement, 95 Rivington street and 188 Ludlow street, was organized in 1889 by Miss Fine. Miss Elizabeth Williams is now head worker. Miss Henrietta Schwarz is the principal of the kindergarten, assisted by Miss Lorena M. Frost. The kindergarten has recently been placed under the direction of the New York Kindergarten Association.

The Alfred Corning Clark Neighborhood House, Rivington, corner Cannon street, was founded in 1889 by Mrs. Clark (now Mrs. Bishop Potter) as a memorial to Mr. Clark. It contains three entirely separate kindergartens, each having its own director and assistants. The kindergartens may be observed from Mezzanine galleries without any chance of disturbing children or director. The directors are: Kindergarten No. 1, Miss Mary Burfitt, director; Miss Ruth Wilson, assistant. Kindergarten No. 2, Miss Helen Whittlesey, assisted by Miss Brush and Miss Eleanor Duncan. Kindergarten No. 3, Miss Jean Allison, assisted by Miss Grace T. Heath and Miss Adelaide Henderson. Miss Grace T. Wills teaches domestic science and Miss Florence Schabka superintends the girls' clubs. Miss Nora Archibald Smith is supervisor of the kindergartens. The manager of the house is Mrs. Mary S. Brewer.

The Settlement has a full calendar every morning and afternoon of either kindergarten or club work, and as one studies the good work being done in this most congested of New York's crowded acres we wish the building, with the activities it houses, might be multiplied a hundred fold. It is interesting to learn that "the directors of the boys' clubs are mainly public school teachers, and the boys are those whom they know in the schools."

Three classes in city history are conducted by Mr. Green, of the City History Club.

Greenwich House, 26 Jones street, was organized in 1902. Mrs. Mary Kingsbury Simchovitch is head worker. Miss Adra Annis Ash is kindergartner. There is a close affiliation between this settlement and the public schools. Dr. Merrill supervises the kindergarten, and Miss Ash frequently is visited by Dr. Haaren, the district superintendent, and Miss Maguire, the principal of Public School 113, of which the kindergarten is an annex. The mothers and even the fathers attend the mothers' meetings, as well as settlement concerts and receptions, and this makes for close touch with the

kindergarten and home. Most of the children are of Italian parentage. They are quick to learn, appreciative and affectionate.

With the Jacob A. Riis Neighborhood Settlement (1892), 48 and 50 Henry streets, are affiliated two kindergartens. One is known as the Anne Brown Alumnæ Kindergarten, and is under the control of the New York Kindergarten Association. The director is Miss Grace Shur, assisted by Miss Helen S. Dodd. The other kindergarten is supported by settlement funds. The director is Miss Louise Oswald, Miss Louise Reith, assistant. The head resident of the settlement is Miss Charlotte A. Waterbury.

There are two kindergartens operating in connection with the East Side House Settlement, 540 East 76th street. The head worker is Mr. Wm. H. Kelly. The director of the regular kindergarten is Anna Mayo Scott, assisted by Miss Blanche Edwards. The director of the Nursery Kindergarten is Marie L. Fitzpatrick, assisted by Miss Zellar. The enrolment in each kindergarten is about sixty, with German, Bohemian and Hungarian as the predominate nationalities.

Meetings of mothers from the neighborhood are held in connection with the kindergartens. In addition to furnishing pleasant and healthful surroundings for the children, the working mothers are much relieved because of the existence of the kindergartens. In addition to the regular kindergarten work, there have been many excursions to the baker, blacksmith, the carpenter and to parks, and to circuses, etc.

At a recent Thanksgiving celebration held by the two kindergartens combined some 150 children were present, singing songs and playing games.

The Riverside House, 259 West Sixty-ninth Street, has a kindergarten in charge of Miss Gracia Wetzel. There are two assistants; sixty children enrolled.

The Speyer School, established in 1899 as a practice school for Teachers' College, includes an *Elementary School*, with additional activities called *Extension Work*. The school building, occupied in 1902 thru the generosity of Mr. and Mrs. James Speyer, is a five-story structure, equipped with rooms for eight elementary grades and a kindergarten; a kitchen, sewing-room and wood-working shop; a gymnasium with baths and a house doctor's office; a library with separate reading-rooms for children and adults; accommodations for supplementary classes and club meetings; *quarters for eight resident teachers and club directors*; and over all

a roof-playground. The aim is to make the schoolhouse a social center for the neighborhood. Miss Schüssler is principal of the school.

The kindergarten is now called an experimental kindergarten, for the observation of the Kindergarten Supervision Class of the Teachers' College. Miss Hill is the supervisor. Miss Luella A. Palmer is kindergarten director.

CHILDREN'S AID SOCIETY.

The Children's Aid Society, founded by Charles Loring Brace, was incorporated in 1853, and since then has been one of the great constructive agencies for good in New York City supplementary to the public schools. Unfortunately, every year hundreds of children are crowded out of the public schools, and those of the Children's Aid give a personal care not possible in the others. It is impossible to measure how many children have thus been saved to manhood and womanhood thru this agency.

It maintains nineteen day and ten evening schools, and in these the children are not only taught the common English branches, but from the beginning industrial training has been one of the foundation plans of the work. The children are trained by industrial work in habits of industry, patience and perseverance, meanwhile learning to sew and to cook, to cobble shoes and to do laundry work, etc.

But most of these children come from very impoverished as well as ignorant homes, and a part played by these schools is to supply both food and clothing under conditions which will in no wise diminish the self-respect of the recipient, for the main purpose of the Society is in every way to nurture and cultivate the self-respect, the manly and womanly ideals of the children who come under their care.

Seventeen of the schools named maintain kindergartens, with in all 50 kindergartners. Thru these they secure a hold on the youngest little ones. The older ones, as they grow too old for these, go into the public schools, while others are found homes in families in which the good work is continued.

In Valhalla, Westchester Co., N. Y., is the Brace Memorial Farm School, to which boys are fitted for homes in the country "in as short a time as possible," leaving the further training in farming to be acquired by practice.

The Society supports also eight lodging-houses and temporary homes for homeless boys and girls, besides several summer charities. Three of the schools have classes for crippled children, and

three try specially to get a hold on truant children, accomplishing this largely thru the charms of the industrial work.

A telephone book will give the names and addresses of most of these schools. See under head of Children's Aid Society. Those visiting the De Witt Clinton School Farm, between 52d and 54th streets, would not be very far from one of these schools, which is on 53d street, 552 West, Miss K. Crommlin, principal.

If you plan a visit to Chinatown do not omit the Morning Star Chinese Mission, 17 Doyer street, which has a kindergarten with many Chinese children, recently taken under the wing of the New York Kindergarten Association. Miss Elizabeth Stewart is general supervisor of the mission. Miss Dickson is kindergarten director. The kindergarten session is in the afternoon. Mr. Fung, a cultivated Chinese gentleman, graduate in theology, is superintendent, assisted by Mr. Swithenbank.

Mrs. Froebel's School

We give below a brief extract from a long letter written by Elizabeth Peabody to the editor, Dr. M. L. Holbrook, of the *Herald of Health and Journal of Physical Culture*, in 1868.

It is of interest just at present apropos of the exhibit to be held for three weeks in the Museum of Natural History of the kindergarten gifts and occupations, past and present. Miss Peabody describes at length the Frau Froebel's kindergarten as it appealed to her intelligence and sympathies. We note that apparently the finger plays as such were not much used by Frau Froebel; that the singing of the couplets we find so much used in the "Pedagogics of the Kindergarten" seems to have been the order of the day; that the kindergartners of that time did not have all the ready-made material for occupation work so easily obtainable now; also that "outside material" was not tabooed. There appears to have been an unusual combination of formality and freedom in this kindergarten.

Thru courtesy of Mr. Dio L. Holbrook, we will be permitted to exhibit some original volumes of this journal, containing letters from the elder Baroness von Warenholtz-Bülow, Emma Warwedel, Mrs. Horace Mann and others.

"The youngest children in Mrs. Froebel's school were three years old, and after the little song which they sang by rote, thanking the Heavenly Father for the new day, they sat on benches for half an hour with the little balls in their hands, and went thru the exercises prescribed, and sang the little couplets describing the exercises, of which there are a hundred. Mrs. Froebel gave me the book,

which contains these hundred songs, with their appropriate music. An instrument stood in the room unused. The young monitor sang them, and was perpetually helping the little children to a precise motion, sometimes interrupting the whole to drill for a minute or two when one might be a little awkward. I asked if this exercise did not tire, but Mrs. Froebel said children did not tire, they loved repetition, and there was such a variety of exercises that no one recurred oftener than once in two days, or lasted more than two or three minutes, even if it were necessary to stop for drilling. The manner of the teacher was that coaxing way with which we play with a baby. The young lady told me there were simpler exercises of the fingers, and she promised to show them to me, but we both forgot it. They are not used in schools much, being appropriate to babies who always begin life with playing with their own fingers and toes, their bodies being their first whole world.

While the younger class were playing with the balls and singing the songs, another was sitting at a table making the forms with blocks prescribed by Froebel, and when each was finished and had been inspected, to see if every block was set perfectly true, a little verse was sung describing what had been done. Another class sitting with its young monitor, was weaving at another long table. There were patterns at which they looked to choose one and to see how it was made. They used sticks before they fastened on it the slip of paper to be drawn thru, which precluded mistakes. The paper used for the woof and the slips were cut by the teachers, to do it nicely being a part of their normal training. The white papers were cut from the writing and drawing-books that were done with, and sent down from the upper school. The colored papers were evidently cut by a machine. Mrs. Froebel furnishes the material for all the work, and if anything is sent from home it is carried away again, as were some beautiful mats made of *strips of kid and a warp of stiff braid** of some beautiful color, cut apparently by a machine. Much of the work was beautiful. The pattern is begun by piercing a hole at the corner of each little square of the paper that is ruled in squares. When they can do this accurately, a needle is given to them, with colored thread, and their first sewing lesson is to make the forms designated in Madame Ronge's book. They afterward invent new ones of their own. But the prescribed forms are required before the invention is encouraged. Each exercise occupies

*Italics by Editor.

half an hour, or even three-quarters of an hour. Mrs. Froebel thinks it is necessary to prevent the restlessness with which children tire themselves out, and also to secure the perfection of success which is the natural and only stimulus that should be applied to the activity of children. They are never allowed to fret, because they are always helped out of difficulties, and the naturally awkward ones are made expert by being encouraged to new attempts. The teachers never criticize the work. Children prefer to do things themselves, and as soon as the teacher has done anything for a child, it is made to attempt to do it, and nothing is ever abandoned as hopeless.

After the hour is passed, there is half or three-quarters of an hour of play—the prescribed plays being done with great perfection of movement, gradually acquired by the constant repetitions; but a portion of the time they play by themselves and as they please, except that, if they are rude or quarrelsome, they are put again into the circles or columns and put into time by the music.

Mrs. Froebel sometimes calls one or two away from the working tables and practices with them the words or tune of some of their plays or employments, holding them by the hand or taking one of them in her lap. They sometimes spontaneously leave their work to go and kiss her. Her plan is that as much time shall be passed in play as in work. They keep them at weaving, or at block-building, or at sewing, or pricking, or pea work, for a week; and they really become very expert and learn to do something definite with their fingers, a necessary preliminary to success in art and to precision of thought. In reply to a remark of mine, she said methods of more boldness in drawing would be in season with that class next beyond the kindergarten school proper, and this kindergarten drawing was a preliminary preparation for it. She also added that it was rare to find a teacher capable of giving lessons in drawing on the plan used by the American teacher above referred to, which I described.

Half an hour is devoted to eating lunch, which is brought in baskets. This is done in a small garden, upon seats placed under the trees. At the bottom of the garden is a covered hall which can be shut up and warmed, and used for the plays in cold weather. The fine weather is improved for spontaneous play, but as I wished to see the ordered plays, the children were brought indoors for that purpose."

The Nautical Schoolship *St. Mary's*

EVERY department of education may have interest and value for the thoughtful specialist in one, and even tho they may be unable to visit it at the forthcoming convention, we feel that the kindergartners should know something of a unique feature that comes under the jurisdiction of the New York Board of Education. This is the schoolship *St. Mary's*, which it was our pleasure to visit a few months ago. There is a schoolship in Massachusetts and one in Pennsylvania, but these are under State control. The *St. Mary's* is, as said before, a city department.

Whether full-rigged or with sails furled, the vessel is a thing of beauty, her proportions being all that the artist could desire, the graceful lines of hull and rigging contrasting charmingly with the severe straight lines of mast and spar.

Commander Hanus, a retired officer of the U. S. navy, is superintendent, and we had a pleasant interview in the cosy office, which, with its wicker chairs and table and curtained windows, and the many touches showing the woman's hand, suggests the comfortable sitting-room. Here, too, is the piano, which the cadets roll out upon deck and are free to use when playtime comes.

The courteous youthful "seaman" who piloted us around, informed us that the vessel was 62 years old and is named after a river in Maryland. Originally a warship, she is of special historic interest, being the last one used to pursue the slave-traders in those days, which all sections of the country rejoice are now passed forever.

We were shown the tables and benches at which the cadets sit at mess, and tho plain in the extreme, they stand for a simplicity and cleanliness far better for the developing youth than effeminate luxury. The bill of fare also seems excessively simple, with not very much variety, but the fact that the boys keep well, both ashore and at sea, argues for its hygienic quality, and indeed every precaution appears to be taken to keep them in good health, both as regards diet, ventilation, exercise, regulation of temperature, etc.

We saw the huge stove upon which the cooking is done. Each first-year boy takes his turn at cooking for his mess. The ham-

mocks in which they swing and sleep at night were shown, all tightly rolled and tied, ready for inspection.

The qualifications necessary for admission to this school are as follows:

Applicants must be between the ages of 16 and 20 years, and of average size, of sound constitution, and free from all physical defects:

They must produce testimonials of good character (two letters of recommendation, preferably from former teachers).

They must enter of their own free will.

They must be able to pass a satisfactory examination in spelling, reading, writing, and arithmetic to and including percentage, especially common and decimal fractions.

They must be residents of the city of New York, they must have either a parent or a guardian residing in the city of New York, to sign the necessary papers.

Some students entering are high school graduates. This enables them to pursue an advanced course of studies, especially in the professional branches.

The school is in no sense a reformatory, and only boys who can produce satisfactory testimonials as to moral character will be admitted; none will be allowed to remain on board unless they yield prompt and willing obedience to the regulations of the ship.

Students who are admitted to the school are cared for at the expense of the city, with the following exceptions:

They are required to provide themselves with certain articles, which must be renewed when necessary. (This includes necessary clothing and toilet articles.—EDITOR.)

On admission, students must pay \$25 to defray expenses of uniforms and bedding during the two years' course, and must replace or pay for any broken articles.

In order to obtain a certificate of graduation the student must complete two summer cruises and complete a satisfactory examination in the studies pursued.

ROUTINE.

One day of each week during the winter is devoted to practical work in seamanship directed by the boatswain, or to sailmaking under the supervision of the sailmaker.

Winter.—When at the dock, four and one-half days of each week are devoted to studies and instruction. Locker inspection is held Friday afternoon, after which the boys are at liberty to wash and mend clothing or to amuse themselves. They are permitted the use of the spacious pier abreast the ship at stated times for recreation and games. Four times each day a period of ten minutes is

given to a brisk run on the pier or, in inclement weather, to "setting up drill" (physical culture movements) on board the ship. The boys rise at half-past six and occupy the morning until nine o'clock in dressing for the day, breakfasting and setting their quarters in order. Inspection and prayers are held at nine o'clock, after which the day is spent in studies and recitations with frequent periods for meals and recreation, until nine in the evening, when hammocks are swung and the boys turn in for the night. Saturday morning is devoted to a general cleaning of the ship, after which the boys are permitted to go on leave till Monday morning. No boys are compulsorily kept on board Sunday while the ship is at the dock.

Spring.—From the conclusion of studies until the ship leaves New York, the time is devoted to rigging and equipping the ship preparatory to the summer cruise. The boys now arise at half-past five. Daily runs over the masthead are given, to render them agile and confident in going aloft.

In Harbor.—At Glen Cove, L. I., New London and foreign ports the routine is similar to that commenced in the spring. Sail and spar drills are frequently held and lectures are given on professional subjects by the officers of the ship, who are the instructors of the school. Whenever circumstances permit shore leave—ending at sundown—is allowed the boys. They man the ship's boats, which are in the care of boy coxswains, and are taught to sail, steer and handle small boats in all conditions of sea and weather. Encouragement is given to races between the boats of the *St. Mary's* or against boat-crews of other schoolships.

At Sea.—The divisions of boys are arranged in two watches, which relieve each other at four-hour intervals of deck duty, but whenever the weather is fine these watches are again subdivided into quarter watches at night, which means that each boy stands only one watch from 8 P. M. to 8 A. M. and every fourth night he stands no watch at all. This is the only way to keep the boys fresh and in a competent state to pursue their studies, as is proved whenever it becomes necessary to go back to watch and watch to protect the ship in bad weather, or where quick work near a coast is required. In the latter case the boys are not in proper condition to receive the full benefit of their instruction.

They heave the lead, steer, keep lookout, work the ship and set, reef, furl, bend or unbend sail as required.

Boy quartermasters are appointed to attend in turn to the reading of the barometers and thermometers, keep account of the ship's run, write up the log-book and obtain a thoro insight into many of the duties which they will be called upon to perform, should they rise in time to posts as officers in the merchant marine.

The study course embraces the English branches, grammar, United States history and physical geography. Also elementary medicine and minor surgery, including "first aid to the injured."

The last annual report gives bill of fare in full, reports of different officers, surgeon, etc., for the year past, and the daily routine winter and summer, in port and at sea, hour for hour.

It is the part the discipline and training of the school plays in character building which makes it so valuable an experience for the boy. The maintenance of discipline is to a great extent entrusted to the boys themselves. They are divided into 8 divisions or "parts of the ship" as fo'castle, etc., each division being in charge of a competent boy "petty officer," who is appointed at the end of the first year for excellence in studies, conduct and industry. They are held responsible for the order, cleanliness and attendance to duty of the boys in their charge.

The youths are inspected daily to see if clothing and person are neat and clean, and thus are taught to *wash* and *mend their own clothing*. This is indeed manual training of a practical kind. When at sea they do their share in the actual working of the ship, as seen above.

The respect the *St. Mary's* wins at foreign ports should be a source of pride and satisfaction to all in any way responsible for her maintenance.

From Queenstown the boys visit Cork, Castle Blarney and the



SCHOOLSHIP ST. MARY'S—LESSON IN SAILMAKING

Lakes of Killarney at nominal cost. Their gentlemanly behavior elicits warm commendation from the people, one resident even writing a letter of praise to the American consul at Queenstown. Here more than once the boys have been instrumental in saving life, receiving high praise for prompt and brave action.

At Cherbourg, France, the usual courtesies were extended by the Vice-Admiral Busson, and letters were received by Superintendent Hanus, from the Captain of the Port of Commerce and the Mayor of Cherbourg, welcoming the *St. Mary's* and extending all courtesies.

The president of the Chamber of Commerce wrote the consul requesting permission for himself and the committee to visit the schoolship, and all the visitors expressed themselves as greatly pleased with what was seen.

Commander Hanus evidently loves the old vessel which, even after her years of service, has recently successfully weathered so many severe storms. She was certainly well made to begin with, and is well taken care of by a captain who realizes that however staunch and well-preserved and seaworthy she has proved thus far, she is nearing the point when, like a faithful veteran, she should be retired with all due honor.

The *St. Mary's* is a sailing vessel only. Commander Hanus says in a recent report:

There is no nautical school in the world, as far as I can ascertain, where the future officers of the merchant marine of any country have an up-to-date ship or school wherein to learn their profession.

The Board of Education of this great commercial port was first in the field in establishing a nautical school in this country, and we have about reached the limit of efficiency possible with the means provided; but since the age has changed from one of wood and sail to one of steel, steam and electricity, it is to be hoped that the Board of Education will again lead off, not only in this country, but in the entire world, by establishing an up-to-date nautical school.

In the meantime, should it be possible to procure the *Hartford*, that ship would do very well for establishing the new school, for, although built of wood, she was practically rebuilt six years ago in California and is therefore up-to-date.

He writes that efforts are still making by the Board of Education to secure a suitable ship so that the students may be taught steam and electrical engineering and all that makes for up-to-date seamanship.

A man-of-war is a beautiful sight when on dress parade and suggests brave and heroic deeds of defense, but courage and truth and obedience to the dictates of Duty and the Ideal are not confined to the deck of battle. The gracious deeds we hear of in connection with war do not belong to the spirit of *war*, but appear sometimes in conflict only because the heart of man is more good than bad, and the good comes uppermost even in the horror of battle.

Great also are the victories and the heroisms of Peace. Commerce conducted in the spirit of fair play is a great unifier of the nations. A true "connector of opposites."

We are living in an age when new markets are being sought in all parts of the world. This nautical school, which fits young men to worthily represent the merchant marine of a great city, should interest all educators and all patriots.

* * * * *

In the light of the foregoing it is encouraging to learn that steps are being taken to secure another vessel as a schoolship. Thirty-eight young men were graduated in October, and at the exercises many of the speakers emphasized the need of such an one, and a united effort is being made by the Board of Education, the alumni of the school, the Maritime Association and the New York Chamber of Commerce, to induce President Roosevelt to have the U. S. Cruiser *Hartford* assigned to the school to replace the *St. Mary's*. Should the effort fail the Board of Education may appeal to the city to appropriate funds to build a new ship.

Books Published by Froebel Museum, Eisenach

We give below the books published under the auspices of the Fröbel-Museum:

1. Fröbels letztes Lebensjahr. Price, 1 Mark (25 cts.)
 2. Wilhelinem, Fröbels erste Gattin. Price, 2 Mk. 50 Pf.
 3. Fröbels Beziehungen zu Eisenach, mit Briefen von Hermann von Arnswald an Fröbel. Price 40 Pf.
 4. Fünfzig Jahre im Dienste Fröbels, vol. I.-II. Erinnerungen von E. Heerwart.
 6. Fröbels Brief an sein Patchen Marie Müller.
In Preparation:
 7. Fröbels sechs Spiel- und Baugaben mit Borlagen.
 8. Fröbels Briefe aus der Schweiz. Bearbeitet von Professor Dr. Wächter, Keilhau.
- Order directly from Eleonore Heerwart, Eisenach, Theaterstrasse 35a.

From the Editor's Desk

WE note with increasing apprehension the clearly revealed tendency to select themes for the kindergarten program that have as their aim the amusement of children. A recent exchange presents a detailed program based upon the story of "Peter Rabbit," by Beatrix Potter. This program carries the suggestion that it be used in connection with the Easter thought. Just how the relationship is to be established is not quite clear; but even were it so, are we so straitened that we must resort to such a theme? Can we afford to spend a week with this disobedient little rabbit when the story-book of nature is opening its most fascinating pictures before our eyes and telling stories of joy and of the resurrection of life in every grass blade, in every bird song, in every bursting bud and blooming flower? Will such a week yield anything save a hunger for more amusement? Is this a need of child life? If so, then the passing moment yields all that is needed for the kindergarten.

If the latest fad or fancy of the modern child world yields themes for the program, then the deep sense of responsibility felt by many kindergartners in the selection of themes is mistaken zeal.

We might take for example Helen Bannerman's "Little Black Sambo." This could be reproduced in kindergarten, climax, objectionable anti-climax and all. Or what could possibly yield more amusement than a Teddy bear program? This usurping toy could be made the center for the concentric exercises of the kindergarten. We might sing something like the following to the melody "This is the Mother Good and Dear":

This is my Teddy so good and dear;
This is his buggy standing near;
These are his garments cunning and small,
Don't speak of my teaset nor mention my doll—
I love my dear Teddy the best of all.

Are such themes what the kindergarten stands for? We enter our protest. Amusing stories and attractive toys have, indeed, a legitimate value; but are they worthy centers of thought and action for the kindergarten? We think not. The hunger for amusement, the craving for the sensational—shall the kindergarten foster these tendencies? We believe that all earnest kindergartners will repudiate this thought, and agree with us that themes must be selected that are sweet in feeling and emotion and rich in ideal and idea—

themes that reflect the simplest and most human relationships and dependencies. Such themes are not trite for childhood, but, rather, reflect the very medium in which the child lives, moves and has his being. We believe that of the nurture which these themes afford body, mind and spirit is born joy that abides, creating a hunger for more and deeper joy.

New York is a large city with a more or less complex educational system, having many interesting features of great interest, and well worth study and investigation by those from other large cities with problems of approximately the same kind.

This complexity is partly due to numbers, partly to the hundreds of foreign-born, foreign-speaking children who attend the schools (1,000 Italians alone land in New York in one day) and partly to other less conspicuous causes.

To meet some of the problems forced upon her the school board has tried and is trying different plans of work and study additional to the regular school, as illustrated by the many evening schools, the playgrounds, vacation schools, roof playgrounds, etc., and the school system, we find, has even penetrated in happy spirit into the hospitals of the city.

We give an abstract from last year's report, just issued, of the supervisor of kindergartens of Manhattan, The Bronx and Richmond, Dr. Merrill, to illustrate something of the work being done in this department. From it we learn that in 1906, 36 new kindergartens were organized, making in all 268, which this year runs up to 290 in those three boroughs. Speaking of those schools in which there are no kindergartens, the supervisor asks: "How can our city afford to neglect one of its little ones? Whose little one shall it be?"

The supervisor speaks of the admission the previous year of a kindergarten into Bellevue Hospital, the head nurse commenting favorably upon its influence in her annual report.*

This year, 1906, is marked as the one in which public kindergartners were put in charge of the first school for crippled children adopted by the Board of Education.

*See in our September number, the article on "How the Country is carried to the Children of New York, which contains a description and pictures of the Bellevue Hospital Kindergarten.

The report also speaks of conferences held in the Board of Education building at the beginning of each term, and open to the kindergartners of the three boroughs. The topics were the extension of social work by home visitations and by monthly meetings with parents. During the remaining eight months 32 conferences were held in the several boroughs, smaller groups meeting the supervisor in her office when occasion required.

In 1906 also six public kindergartners were advanced to responsible positions as training teachers.

In the same year we note that students of the New York Training School for Teachers substituted for the first time, proving ready and sympathetic assistants.

Dr. Merrill voices her approval of a recent by-law permitting students who secure a place upon the eligible list to substitute in the first and second years of the elementary school while awaiting appointment, it tending to broaden the training of the kindergartner. She also recommends the advisability of a short kindergarten course for the elementary teacher as recognized in our state normal schools.

For the further information of those interested we give a few items about the administration of the school system of New York.

Nine years ago Brooklyn, Staten Island and other outlying cities and districts were consolidated into one city, divided for administrative purposes into the boroughs of Manhattan and the Bronx on Manhattan Island and the mainland, Richmond on Staten Island, Brooklyn and Queens on Long Island.

The Board of Education since then consists of 46 members, each one being assigned to membership of one of the 46 local school boards. They are appointed by the Mayor for a term of five years.

The city superintendent is Dr. William H. Maxwell, and eight associate superintendents with him make up the Board of Superintendents, these being appointed by the Board of Education for a term of eight years. There are also 26 district superintendents who come into direct personal contact with the teachers and children.

The Kraus Alumni Kindergarten Association cordially invites the members and friends of the International Kindergarten Union to to meet Mrs. Maria Kraus-Boelté at a reception to be held at Bretton Hall, Eighty-sixth Street and Broadway, on Saturday, May 4th, from four to six.

The annual meeting of the Alumnæ Association of Mrs. Van Kirk's school, the Philadelphia School for Kindergartners, was called to order in the auditorium of the School of Industrial Art on the afternoon of Saturday, March 2d.

Each member of the Association was given a blank, on which was printed the following:

1, name in full; 2, permanent address; 3, degrees attained, with dates and names of institutions conferring them; 4, occupation; 5, date and place of marriage; 6, name and occupation of husband; 7, names of children in full, with dates and places of birth; 8, death of husband and children, with date and place; 9, official positions in societies, clubs, boards, etc., with times of appointment and continuance; 10, books, pamphlets, articles or addresses published, with exact titles and dates and places of publication; 11, any further information of interest to the class.

Mrs. Van Kirk explained that the blanks were to be filled out and then returned to her, so that a record book may be printed, a copy of which will be sent to each member of the Association.

Miss Emilie Poulsson, of Boston, addressed the Association on "Songs and Games."

A number of the undergraduates from Mrs. Van Kirk's school sang songs and played games to illustrate points mentioned in Miss Poulsson's address. A reception, largely attended, was then held in Miss Poulsson's honor.

Our Western Special.

We regret that space will not permit our telling you much about our special train for the National Educational Association Convention in Los Angeles July 8-13.

Our efforts have been successful beyond our anticipation. It has been found necessary to add another car to the train, so there are still some vacancies. The itinerary was published last month, and you know what a splendid trip it is to be and the very low price.

If you intend going to California this summer write to the Editorial Committee at once and secure your reservation. You don't want an upper berth, so apply early.

We expect to give some further particulars in the June number, but we would respectfully suggest that you do not wait for them before writing. It is probable that all of interest to outsiders we can then say will be "Our special train party is completed, every reservation booked."

Book Notes

SCHOOL GARDENING FOR LITTLE CHILDREN, by Lucy R. Latter. Miss Latter will be pleasantly remembered by many American teachers who had the privilege of meeting this English visitor to our shores. Miss Latter, as will be seen by those who read her book, had much to give as well as to take. She is the pioneer among English teachers in the introduction of nature work into the schools. In her book she tells in a few brief but most interesting words of how she made her first school garden in a churchyard in the heart of London, her first out-door nature lessons being given under inspiration of an old plane-tree in this same yard. This was in 1899, when she first became head mistress of the infants' department of a school in Deptford. She had previously secured an array of "miniature forest trees, baby oaks, etc.," for her classrooms. The story of her gardening is told quite in detail, and will be found of interest and value, not only by the grade teacher and kindergartner, but by home people as well, whether in England or "the States." She begins very simply with the little people, and we are told what was planted and what observed month by month. A few words will give an idea of the spirit of the work done:

"Previous experience had taught us that these little visitors (the sparrows) spoilt our crocuses and our peas when they came up, so it was deemed well to study the sparrow a little closely and to try to know something of its habits, etc., and how we could entice and keep it away from our garden in the early spring."

The school gardening is thruout related to the work of the school, and a few detailed pages showing the course followed in taking up the wind are given to illustrate the general plan followed, with all subjects. Complete tables are given also, showing the gifts, occupations, stories, etc., used in connection with each topic. Another chapter takes up a flower (the daffodil) in the same way. The work done with animals is illustrated by eight on the pages. The earthworm, and the work done with vegetables takes the radish as an example. Valuable lists of books for both information and reading are given at the end of each chapter, including poems as well as the heavier books of science. There is an appendix which reports the writer's visit to France for educational purposes, and which shows that even there the movement for nature study is making itself felt, and good and wonderful things are being accomplished. So many facts of natural history are given in interesting detail in connection with each subject indicated that any novice in this work cannot fail to find the books both useful and inspiring. It is permeated by a beautiful spirit of love for the little child and love for nature. Professor Geddes, of St. Andrews University, Dundee, furnishes the introduction. The book is charmingly illustrated by reproductions of photographs showing the children in the gardens. Published by Swan, Sonnenschein & Co., London, 2-6.

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This is a long-time favorite, and its merit, practically, as well as musically, is certain to keep its popularity from waning.

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Without Even Writing a Letter

During 1906 this agency filled 57 places with candidates who did not even write a letter. They were either called up by long-distance telephone or asked to come here for an interview, and the contract was closed without correspondence. Among these were the principals at Cardiff, East Williston, Eastwood, Great Valley, North Rose, Russell and Sharon Springs, N. Y., and Du Bois, Pa.; such men assistants as Merle W. Ralph, Amsterdam; E. L. Taylor, Ithaca; F. W. Palmer, Troy Academy; A. C. Lewis, St. John's School; Richard D. Fish, Milton, Pa.; and Robert H. Stevens, Towanda, Pa.; such training class teachers as Caroline H. Annable, Jamestown; and Jessie Mann, Massena; such city teachers as Mae L. Haley and Grace P. Gillett, Auburn; Margaret M. Allen and Ada M. Perry, Geneva; Alice M. Stack and Edna C. Fear, Hornell; E. Nellie Barker, Ithaca; Eunice E. Titus, Schenectady; Florence A. Brooks, Utica; and Dora E. Fairchild, Yonkers; the preceptress of Cook Academy (from Nova Scotia); and such high and grade teachers as Katherine Hayes, Batavia; Edith E. King, Bay Shore; Marion Hodskin, Munnsville; S. Grace Pulford, New Hartford; Mary F. Fitzpatrick; Rouses Point; Mary D. Spencer, Sidney; Wanda Tompkins, Vernon; Mary E. Campion, Westbury Station; Grace E. Curtis, Lillian B. Fisk and Anna L. Williams, Whitehall; such out-of-the-state appointments as Marietta Meredith, Passaic, N. J.; Helen Hart and Maude F. Deuel, Conneaut, O.; Elspeth McCreary and Elizabeth Trayhern, Geneva, O.; Ethel M. Crandall, Harriet F. Bird, and Nettie B. Matthews, Warren, O.; and Gertrude F. Miller, Kalamazoo, Mich. Wouldn't you like to get a good place as easily as this? You can do it only through a *recommendation agency*.

A Kindergarten Illustration

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UTICA, N. Y., May 25, 1905.

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MARTIN G. BENEDICT.

Record is sent of Mrs. Maud Brown Curtis, State Normal School, Milwaukee, Wisconsin.

MY DEAR MR. BARDEEN:—

MILWAUKEE, WIS., May 22, 1905.

According to information received from you to-day, I am writing Mr. Benedict to apply for the position in Utica. Thanking you for recommending me,

Sincerely,

MAUD B. CURTIS.

DEAR MR. BARDEEN:—

STATE NORMAL SCHOOL, MILWAUKEE, NOV. 22, 1905.

Mr. Benedict was out here recently as you probably know. I hope to receive the appointment there. Thanking you for what you have done for me,

Sincerely,

MAUD BROWN CURTIS.

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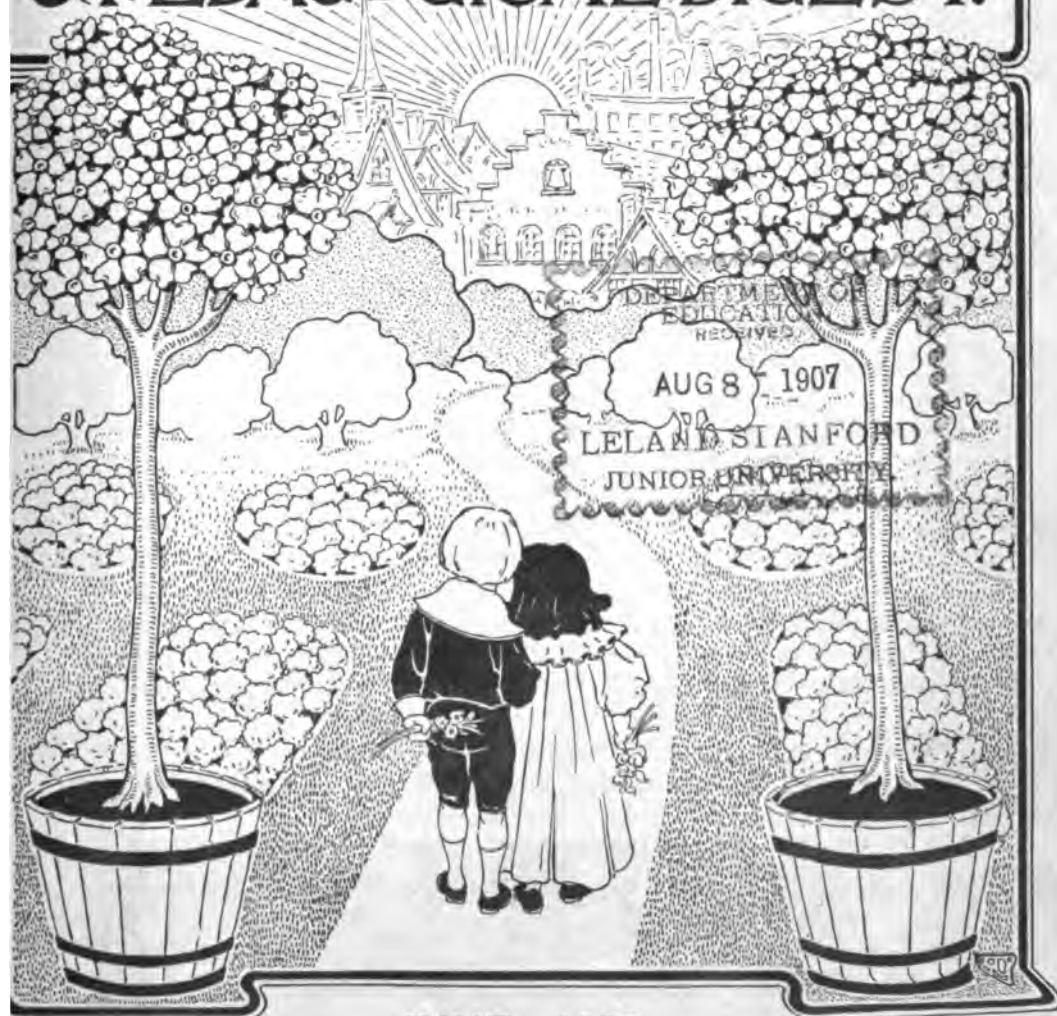
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The Kindergarten Magazine and Pedagogical Digest

Vol. XIX.—JUNE, 1907.—No. 10.

The Mother Plays in Kindergarten Training*

NINA C. VANDEWATER, STATE NORMAL SCHOOL, MILWAUKEE, WIS.

FROEBEL'S Mother Plays form a unique and important contribution to the literature of education. They originated in a study of nursery methods, but they show these methods to contain the key to a new and higher system of education. They interpret motherhood and childhood from the idealistic standpoint, and have given to thousands their first suggestions of the philosophy that has transformed modern thought. They recognize the fundamental principle of modern psychology—that of impulsive activity and its organization—tho written before psychology as an inductive science came into existence. Altho of nursery origin and intended primarily for nursery use, the Mother-Play Book has influenced educational thought and method as few books have done. It has shown the importance of studying children, and has placed emphasis upon education as a response to their needs. It has declared activity to be the first law of childhood, and has given play, games and manual training a place among recognized educational instrumentalities. It has given song, rhyme and story a higher place in education than they had thus far occupied and has brought into existence higher forms of each. It has become recognized as one of the main sources from which an insight into the Froebelian doctrines may be obtained, and is therefore indispensable to the prospective kindergartner.

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*Address given at Training Conference of the I. K. U., New York, April 29, 1907.



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mother-play study in kindergarten training. The activities of the kindergarten may, according to the means used for the child's development, be divided into three general groups. The first of these contains the games, finger rhymes and their accompanying songs; the second group the exercises with material—the gifts and occupations, and the third gardening, excursions and other forms of nature work. An insight into the purpose of the games is obtained mainly from the *Mother-Play Book*; a knowledge of the gifts and occupations may be gained from a study of the pedagogics; and an acquaintance with gardening and nature work from *Education by Development* and the *Education of Man*. But the purpose of the kindergarten is realized in the games, to which the *Mother-Play Book* gives the key, as that purpose is realized by no other instrumentality. No other book so embodies the spirit of the kindergarten. Without the insight into the meaning of play which this book gives, the work with the gifts and occupations would fail of its real purpose. Without the knowledge of the child's relation to nature which the mother plays furnish the nature work could not realize its true aim. The *Mother-Play Book* has appropriately been called "The highest canonical book in the kindergarten Bible." The most successful kindergartner is the one who has most truly absorbed its spirit, and the most successful training teacher is the one who gives her students the clearest insight into its meaning.

That the training schools of the country recognize the importance of mother-play study was shown by the answers to the questionnaire, "Twenty Kindergarten Training Schools and What They Teach,"* which was sent out a few years ago. Every one of the twenty accorded such study an important place. But while there was fundamental agreement upon its importance the greatest diversity of opinion and practice was found to obtain in the matter of method. Some schools began the study at the beginning of the course, while others placed it near the end. Some considered an acquaintance with the plays indispensable to successful practice teaching, while others held that actual experience with children was necessary to the comprehension of the plays. Some considered the mother plays as the only true basis for the kindergarten program, while others maintained that the principles only and not the plays themselves should determine kindergarten procedure. Some contended that the knowledge of childhood obtainable from the mother

*See *KINDERGARTEN MAGAZINE*, Vol. XV.

plays and other Froebelian literature was sufficient, while others held that that knowledge needed supplementing by data from more recent investigations. That these and other differences of opinion should exist is not surprising, in view of the unsettled condition of kindergarten thought and practice and the reconstruction that is taking place in the ideals and methods of the training schools. Some of the differences grew out of the diverse conditions under which training courses are organized. Aside from these the main differences seemed to grow out of opposing views on two points of kindergarten theory and practice. The first of these is the attitude toward the use of the mother plays as the basis for the kindergarten program. The second is the attitude toward modern psychology and child study. Both of these are significant and worthy of consideration.

The use of the mother plays in the kindergarten marks one of the two opposing tendencies at present operative in the kindergarten world—the tendency to adhere strictly to the Froebelian instrumentalities, even to the extent of making and keeping the kindergarten a thing apart from the rest of the educational system. This tendency at present is a reaction against the opposite tendency which has been marked during the past decade or more—the tendency to consider the Froebelian principles alone of value and to ignore the kindergarten instrumentalities as such, or at least to set aside the customary methods of using them. The use of the mother plays in kindergartens is therefore one of the ear-marks of the conservative kindergartner, as their non-use is one of the marks of the liberal. But strange to say the mother plays were originally intended to serve as means of insight and to counteract the emphasis upon material. It is a curious transformation, therefore, that has converted them from means of insight into instrumentalities, which are themselves in danger of being exalted above the principles which they illustrate. It is well known that Froebel's early lectures were primarily explanations of the kindergarten material, the gifts and occupations having been elaborated first. But it is equally well known that his own recognized need of a medium by which he could convey a more fundamental insight into the principles of kindergarten procedure led to the composition of the *Mother-Play Book*. The early kindergarten training in the United States, as well as that in Germany, consisted in little more than instruction in the use of the gifts and occupations, and the only literature obtainable for several years

was that explaining their use. But when the Mother-Play Book was translated in 1879 a more fundamental insight became possible. To use the mother plays as such in the kindergarten, however, *i. e.*, to make kindergarten material out of them, is to degrade them from their high purpose. Such use seems to many a backward step—one which cannot but make the work mechanical and formal, lacking in adaptation to the needs of the children and in the spirit that should characterize kindergarten work.

Those who object to the use of the mother plays in the kindergarten by no means fail to recognize the value of these plays in the home, but they consider that their value for the kindergarten is not proved thereby. They maintain that the conditions which give the plays their value in the home cannot be reproduced in even the best kindergartens, and that the attempt to do so results in emotionalism and sentimentality. The Mother-Play Book teaches the mother to utilize the child's own experiences—not merely to discuss with him the pictured experiences of other children. But the utilization of the child's own experiences implies a seizing of the psychological moment to impress a truth, a grasping of the mood which the situation has engendered to point out a course of action and a bringing to the child's consciousness a sense of his relation to his mother and of her feeling for him as a motive for his conduct. This is possible only in the home. The vital work of character building must be done with the individual child and cannot be done *en masse*. But the most life-giving truth is that given when the occasion demands it, and the appropriate occasion may be wholly unanticipated. It cannot be arranged for in advance. To seize the right moment is difficult enough with the individual child in the home. How, then, can it be possible to find such a moment for each one in a group of fifty—or even a dozen children, differing in age, heredity, environment and degree of development? If planned for beforehand the life-giving quality must of necessity be lacking and the resulting work be lifeless and formal. The pre-arranged visit from a mother and a baby may have a certain value to kindergarten children as the foundation for a program on the family and family relations, but what of its value for character building as compared with the thousand and one little experiences with the baby in the home? The kindergarten has its part to play in the child's development, but it can only play that part when the principles which Froebel lays down for the home are applied in the kindergarten with

a full recognition of the differences in the conditions. The kindergartner is the children's companion and playfellow. As such the relation between them may be genuine, wholesome and truly affectionate. If the kindergartner be worthy of her name, she, like the mother, will utilize the children's daily experiences. She too will seize the psychological moment to impress a vital truth. To do this she must not be hampered with elaborate instrumentalities—the mother plays as such least of all. She must be steeped in the principles of Froebel, but free to follow them as occasion demands.

The kindergartner who objects to the use of the mother plays in the kindergarten is strengthened in her position by the fact that she finds no evidence that Froebel in his own kindergartens ever used the mother plays as they are now used, and none to indicate that he intended them to be so used. Altho the kindergarten had been in existence for several years when the mother plays were given their final form, there is not a suggestion in the whole book to indicate that the plays were intended for kindergarten use or ever had been used in the kindergarten itself. The descriptions of the early kindergartens bear out this conclusion. Some of the games and rhymes had been sent to mothers and kindergartners for trial, it is true, but these were used as games or finger rhymes only. There is no mention of the pictures having been included in the experiment or having been used as a basis for the program. If Froebel had intended the plays as such to serve this purpose, is it not more than likely that he would have in some way indicated that fact? And if he so used them in spite of so important an omission, is it not probable that some of his co-workers or disciples would have mentioned it? That the book was intended to be used as a picture-book in the home is evident; that he considered it indispensable as a means of giving his students in training insight into the principles of the kindergarten is equally clear. That he used the plays with the children as many kindergartners now use them remains to be proved.

But aside from the fact that the use of the mother plays in the kindergarten did not originate with Froebel there are still other objections to be added to those already made. The pictures represent scenes, costumes and occupations unfamiliar to the American child. The grouping of several pictures into one whole crowds it with details and interferes with its ready comprehension. The symbolism is beyond the children's grasp and adds to the difficulty of inter-

pretation. There is no doubt that pictures showing the relation between mothers and children, pictures of animals and pictures of the fundamental industrial occupations are needed in the kindergarten. But more intelligible pictures can be obtained—many of them reproductions of masterpieces. These views do not imply an agreement with Bowen and other critics, who maintain that only the known and the familiar should be worked into the texture of kindergarten practice. Nor do they indicate a selection of the unimportant rather than of the important occupations for dramatic and artistic representation. They do indicate, however, a belief that pictures more intelligible than those of the mother plays can be found for presenting to American children the fundamental truths of life.

That these differences of opinion must influence the method of using the mother plays in the training class is evident. Mother-play study has two phases—the one practical, the other theoretical. The first aims to give the prospective kindergartner the knowledge of the songs, games, finger rhymes, etc., that she needs for effective work with the children. The second aims to give her an insight into the facts of child life and the principles that underlie true educational procedure. Every training teacher must give some time to the practical study of the games, rhymes and other instrumentalities, since the student must be familiarized with the tools of her trade. If the games and rhymes be used in a program based on the principles embodied in the mother plays, a general familiarity with the plays as such will be sufficient. If the plays are to form the basis of the program, however, a much more detailed knowledge is necessary. The plays must then be considered as kindergarten instrumentalities, in the use of which the student must be made proficient. If the pictures are to be used suggestions as to their best use must be given. If the thought of a given play is to be presented to the children or drawn from them by means of game, conversation or picture, the what and how of the procedure must be considered. If the plays are to be given in a sequence the relationship of each to the others must be discussed. Since the success of the practice teaching will depend largely upon the student's familiarity with each phase of the different plays, the practical phase of mother-play study will demand much time and thought.

The training teacher who does not use the mother plays in the kindergarten will adopt a different method. Recognizing the mother plays as illustrations of the methods and principles that Froebel

would have observed in the education of little children, she aims to have her students discover the principles that the different plays embody and to formulate methods of procedure in which they are applied. She considers not only that nothing is gained by ascribing inherent value to the plays themselves, but also that there is positive danger in ascribing to them such value. She believes that whatever tends to exalt the illustration of a principle rather than the principle itself is to be avoided, and that whatever tends to emphasize the material of the kindergarten rather than the ends to be achieved by its means tends in the wrong direction.

The worship of kindergarten materials rather than kindergarten principles has already worked much harm to the kindergarten cause. It is because the use of the mother plays as such in the kindergarten is another step in the direction of exalting the material that many training teachers object to their use. When the emphasis has been placed upon the manipulation of the material in a student's training, be that material mother play, gift, game or occupation, the probability is that her work will be mechanical and lacking in real adaptation to the children's needs. The training teacher who has impressed her students with the idea that the virtue of kindergarten procedure lies in the application of kindergarten principles rather than the use of kindergarten material has taught them a most important lesson—one that many kindergartners have still to learn. That these views are in harmony with Froebel's own is clear from his letter to his cousin, Madame Schmidt, to whom he had sent some of the games and rhymes for trial. He says: "It is of no consequence that precisely these songs and these lines should be sung that have been suggested by myself." In another letter he says: "Why should you not find the true way? I have learned it from mothers and children and am still daily learning from them. You are yourself a mother. To create direct from the source of inspiration without the intervention of any intermediary is always best."

The emphasis upon material, the mother plays when used as such included, represents the tendency to keep the kindergarten a thing apart. The emphasis upon principles, interpreted in the light of modern psychology, represents the tendency to universalize it and unify the educational process. The kindergarten was, in the early years of the movement, the chief agency for the spread of the new gospel of education and served as the ideal toward which school

practice was tending. The new psychology that began to make itself felt in the early nineties established the kindergarten more firmly in popular esteem by pronouncing favorably upon its fundamental doctrines. It by no means, however, approved of the theory of the kindergarten in its entirety, or of all the phases of its practice. The fact that some kindergartners heard and heeded the criticisms which psychology and child-study passed upon kindergarten theory and practice while others rejected the suggestions made has brought about the division of the kindergartners of the country into two opposing schools—the conservative and the liberal. The views of the latter have become so well defined and positive that they must be reckoned with in any discussion of the kindergarten situation. These views are having a marked effect upon training-school methods—upon the methods of mother-play study in particular. Their nature and their effect demand a brief consideration.

The value of the mother plays consists, as has been stated, in the fact that they embody the principles of kindergarten procedure. But they have a great value in another direction—they reveal child-nature in its essential characteristics. Those who deal with young children—kindergartners in particular—need a well-grounded knowledge of the facts of child-life and development at different stages. But how shall such knowledge be acquired? By practical contact with children as far as possible, supplemented by a knowledge obtained from books. And what books? Some will answer: "From those written by Froebel and his approved interpreters only." Others will say: "From the whole realm of human knowledge, but from biology, physiology, psychology and child-study in particular."

Those who advocate this larger knowledge recognize Froebel's marvelous insight into child-nature; they do not question the value of his interpretation of child-life, but they recognize that the researches of recent years have thrown a flood of light upon the facts of human development. They realize that, as a result, many truths which were but dimly perceived or wholly unsuspected in Froebel's day have now become clear. They maintain that the facts concerning the child's physical development which biology and physiology have brought to light have mapped out the mother's task along new and different lines, and that the facts concerning the growth of intellect which psychology has contributed have made a complete reorganization of educational practice necessary in the school. But if the mother and teacher, to be in harmony with present-day methods,

need an acquaintance with the results of modern research can the kindergartner do without it? A love for little children, an agreeable disposition and an acquaintance with the kindergarten instrumentalities no longer suffice to make a good kindergartner. If the kindergarten is to continue its leadership in educational thought and practice the kindergartner must have a knowledge of child-life far more extensive than that derived from a study of Froebel—even of the mother plays. As a means of giving an insight into the principles of the kindergarten as Froebel himself conceived it, the mother plays retain their high rank. As a means of acquainting the students with the facts of child-life they can no longer be considered adequate. The kindergartner who does not know the facts concerning the child's bodily development is, from present-day standards, as likely to do harm as good by the games that she selects. Without a knowledge of the same facts her exercises with kindergarten material may violate the fundamental laws of development. Unless she is acquainted with the facts of sense development she will not know how to utilize the sense games in laying the foundation for percepts, images and judgments. She will, in fact, be unable to carry out Froebel's own doctrines of developing each awakening power as soon as the evidences of such awakening appear.

The opponents of these views may say: "Granted that the modern kindergartner must have a knowledge of genetic psychology—what has this to do with mother-play study?" Nothing whatever in most training schools, since genetic psychology, if taught, and mother-play study are carried on as two separate and unrelated subjects. But a combination of the two would make each doubly effective. The mother plays deal with different phases of the child's development. Child-study and genetic psychology have also centered their efforts upon certain aspects of that development. The phases selected in the mother plays and those chosen for investigation by present-day students of childhood do not wholly correspond, but each subject needs the other to supply its own lack. The mother plays need supplementing by more detailed knowledge, and child-study needs an infusion of sympathy with child-life. The mother plays, for example, give little insight into the growth of the child's body. Child-study has emphasized the rate and character of that growth at different ages, and furnished mothers and teachers with a guide to its development. The mother plays touch

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Such a conception of the relation between the mother plays and child study cannot fail to have important effects upon training-school methods. The teacher who is herself familiar with the results of modern research will organize her instruction in the mother plays and in child-study into one comprehensive course, which will be much more effective than separate courses could be. Such an organization of work will take her quite out of the customary methods of teaching the mother plays. It will make a psychological

rather than a philosophical interpretation necessary. All the plays admit of such an interpretation and all may be grouped under general topics. Suppose, for example, that the first topic in a child-study course for kindergarten students is "The Child's Physical Development." This calls for a study of the child's impulsive activity and its organization with all that it implies. This is psychologically the principle that underlies "Play With the Limbs." The whole topic may require a month for its completion, depending upon the thoroughness of the study. The mother play in question, taken up against such a background of knowledge cannot fail to mean infinitely more than it could have meant taken up separately and in the customary way. What is true of "Play With the Limbs" is equally true of other plays and topics. When the student has gained a knowledge of the child's growing consciousness of himself the play "Falling, Falling" will have a deeper significance. When the nature and function of imitation as a factor in education are comprehended "The Weathervane" is easily understood. When the development of the child's mental processes has been mastered even the "All Gone" song will present no difficulties. This method, followed with the other plays, will give the student a general acquaintance, not only with the literature of the mother plays, but also with the whole literature of child-study. It requires the use of a library and of library methods, but it is adapted to the comprehension of the average kindergarten student, which the customary method is not. In the earlier years of the kindergarten movement the students were not infrequently mothers or women of experience and maturity. The method of study employed—discovering the ultimate principles of the mother plays and tracing the expression and application of these principles thru the whole realm of human knowledge—mythology, literature, religion, philosophy and art—may have been suited to the intellectual and spiritual insight of such students, but it is a method too scattering and comprehensive for the eighteen-year-old girl fresh from the high school. She needs a course more unified in aim and scope—one in which definite work can be assigned for reading and study. The instruction which she receives should illustrate true pedagogic method. A lack of pedagogic unity and method may be excusable in private classes composed of mothers and teachers whose intellectual habits have been already formed, but such lack should not be tolerated with students whose habits of thought and study are still in the process of forma-

tion. The young student, at least, should be aided and not hindered by the methods employed. Such a course as that outlined meets the necessary conditions. It lays the foundation for a deeper knowledge of psychology if that subject has not yet been fully mastered, and broadens and deepens the knowledge already gained if the subject has been previously studied. It gives an insight into the principles, not only of the kindergarten, but also of all true method. It cultivates the sympathetic attitude toward children and lays the foundation for successful work with them. It applies the principle of mental economy, since it organizes the students' knowledge. And above all it cultivates the spirit of inquiry rather than the spirit of dogmatism. The student so taught will regard Froebel as a great leader, but she can never regard him as the sole fountain of educational wisdom.

The prevailing differences in the methods of mother-play study are disquieting or encouraging, according to one's own educational vision. Those who have been isolated from the general educational movements of the past two decades fail to see the causes underlying the changes now taking place in the kindergarten world. To such the departure from established methods of procedure either in the kindergarten or in the training school can be interpreted only as a regrettable straying from the paths of pedagogic virtue on the part of the misguided few. Those who have traced the movements that are transforming general education see in these changes the prophecy of better things—a unified system of education from the kindergarten to the university based upon the ideals which the kindergarten embodies, but which it has not thus far realized. They rejoice, therefore, in the evidence that the kindergartners of the country are feeling the pulse of the larger movement, and that they are beginning to consider the problems of education from the larger standpoint. The present tendency in education is away from the mechanical and in the direction of the vital. Emphasis on educational material is therefore contrary to present tendencies, while emphasis on principles is in direct harmony with them. The methods suggested in this paper are believed to be in harmony with present tendencies. It is because of an abiding faith in the movements and tendencies that are shaping general education that these methods are advocated.

Reflections on the Exhibit Suggested by Sebastiano's Santa Claus

HORTENSE MAY ORCUTT

I T was the Christmas season, and we were drawing pictures in the kindergarten. Small Rachel had suggested that we draw Santa Claus, and the little artists promptly set to work, all save Sebastiano. He sat silent, absorbed, big crayon clutched tightly in his small hand, paper untouched. Presently he said: "I can't draw Santa Claus." In spirit I was deeply sympathetic, for neither could I, but I said "You try." He did not try, however, but sat silent, interested, deeply occupied with his fascinating subject, and altho the paper was untouched, at the end of the period he did not want to give it up. The next day, when the drawing period came again, Sebastiano announced that he wanted to draw Santa Claus. Again he sat for several minutes in silent absorption with knit brow. Presently his frown relaxed—the smile of inspiration came and he began to draw—rapidly, purposefully—but presently he frowned again and asked for another paper. Again some swift, sure strokes upon the paper—swifter and surer than before—and then a little outcry of glad triumph. "See Santa Claus, Santa Claus. I make Santa Claus!" I looked. A few swift, bold strokes making an elongated outline and the semblance of a face. It *might* have been a figure on a totem stick, but it *was* Santa Claus, the product of creative genius, and the artist must take it about for each child to admire in turn. After this intimate exhibition he requested me to put it up on the wall. I did so. But it was too near and dear a product of his genius for such separation from himself, and presently he requested to have it back again on the table beside him. When we came to play games he carried it in his hand, and then, fearing lest some careless child should hurt it, he took it back again to the table and stood looking down at it in admiring delight. It was more absorbing and more commanding than any game, and yet Sebastiano was capable of playing the games with more abandon than any child in the kindergarten.

This is a long story for a simple point, which is that no bit of hand work done in the kindergarten that year was really of such

value and meaning to the educator as Sebastiano's Santa Claus. And all the work that was valuable in any degree was valuable because in some measure it was produced with the creative spirit that had possessed Sebastiano, and because somewhere in its form or outline it proclaimed a sureness, a joy and an abandon such as the Santa Claus undoubtedly voiced.

In looking through the vast amount of kindergarten work now on exhibition at the Natural History Museum, one is depressed and disheartened by the conspicuous absence of Sebastiano Santa Clauses. Now and then in some drawing or bit of brush work one gets a hint of the glad, free creative spirit of a little child struggling happily and crudely to express thought, to image emotional realities. But for the most part the work has the unmistakable stamp of the teacher's hard-and-fast plan and the sad perfectness of finish that an insistence upon a static result and "no spots" produces when held as an ideal over children of kindergarten age, or of any age, for that matter. In particular do I think the little finished paper landscapes pathetic. They are indeed very pleasing to the adult eye, good, strong massing of color—effective contrasts—freedom from apparent fussiness. And yet the infinite pains not to spot the smooth paper that one knows the little child must have taken, and to what educative end for him, save, perhaps, neatness, and I maintain that neatness might be taught to the kindergarten child in a less expensive way. What sweep for creative expression is there for the child in his little paper patchwork? Left to himself, would he ever conceive of green hill, blue river, sweep of sky and great trees in such terms? Would he, indeed, ever perceive them in such a picture unless pointed out to him? I showed such a landscape to an intelligent child of six not long since, and asked her what she saw in it. She repeated the colors "light blue, dark blue, green." When I interpreted the picture she was interested, not before.

To strive for finish and detailed perfection in the handwork of young children seems to me to be very unintelligent and uneducative.

Students working in any of the adult classes at our art school are not allowed to finish a picture. The masters are afraid of focusing the students' attention on varnishing and frames and such like accessory and comparatively unimportant matters when the real business of the training is to cultivate free and true creative expression—"to paint the thing as he sees it, for the God of things as they are."

Now the seeing of the little child is very crude and seldom if ever of the landscape variety. In forcing him to a finished adult appreciation are we not fostering a spirit of insincerity on the one hand and fussiness on the other?

Any worker in the principles of life and growth knows with Browning that

"It was better youth should strive through acts uncouth
Toward making than repose on aught found made."

In the matter of continuity and logical development in sequence, etc., are we not forcing an adult issue and working away from the real spontaneous and legitimate interests of the children?

One can fancy a conservative kindergartner looking over the exhibit offered by the New York public schools' kindergartens and seeing in it only a miscellaneous collection of objects without purpose or content. Missing the formal outline that is the backbone of her own exhibit, she sees nothing but chaos in this medley of things. But here, too, there is unity in multiplicity that is perfectly apparent to the understanding eye. It is the unity of life, the life of the child with all its varied and legitimate interests, and those interests in the hands of a wise teacher are not left scattered and un-unified. They are related and exalted and carried into a larger and more universal expression whenever possible. When the interest is limited, special and passing in its nature it is so treated and quickly dropped, but not ignored. In this distinguishing between the relative importance of things and in the right placing of interests there is a training in values for the child that both interprets and inspires, and that should lead him to be the master and not the tool of his little world; that in the end he may be master and not victim of that greater world in which there is a time and place for all things to the end again that we may shape out of this rich complexity a strong and unified life.



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The Kindergarten Program

HARRIETTE MELISSA MILLS

V.

THE AIM OF EDUCATION. PRACTICAL CONSIDERATIONS.

"**T**HERE is no teaching without aim, no good teaching without a definite, inspiring and worthy aim."

Before entering upon further elaboration of this topic we must acknowledge the futility of attempting to establish hard and fast distinctions between the four universal problems in education with which these discussions are concerned. We have seen that the development of the aim of education leads us directly back to the nature and needs of the child, here to find that our problem is, first of all, ontological—since it deals with the concept of Being—a problem the explanation of which is to be sought in the realm of metaphysics rather than in the realm of psychology or of ethics. As searchers after truth we should not be dismayed if we are led into regions that at first seem unreal and unfamiliar, since they gradually become defined to consciousness as the ideally familiar. That which at first seems wholly ideal and theoretical is, on closer inspection, seen to be inextricably interwoven with the practical and the so-called real issues of life.

The primary correlative of the concept of Being is the concept of Freedom. To those who are familiar with the Froebelian philosophy and the character of the philosophic atmosphere of the period with which it is pervaded, this statement will present little difficulty, since it carries with it the implication that the ideal aim of life is freedom, and that education, as life, is a unitary process in which are blended the ideal and the practical. While the ways may be many, the end is one—freedom for the individual and freedom for humanity. Here, then, is an aim for the kindergarten that bears the stamp of universality, and is one that may be presented under many forms of statement.

In an earlier discussion the increasing domination of the humanitarian principle in life and in education was noted—a principle the aim of which is nothing less than the complete humanization of the individual and of mankind. It takes but little reflection to reveal the fact that we have here the principle of unity stated in terms of the highest reach of human thought, as it keeps pace with

the evolution of civilization. It is a principle that comprehends within itself the finite and the infinite. The ideal goal is freedom. This reward of achievement is won by the exercise of man's endowment of self-activity which constitutes his limit-transcending power. Freedom of life in its highest reach is to realize kinship with the Divine Life; but the achievement of this ideal in the individual soul must wait for its complete fulfillment upon the realization of kinship with humanity. The humanitarian ideal and the unitarian ideal merge into the ideal of community of spirit.

Diversity in statements of aim may be partially misleading, since in reality no separation nor dualism can exist. There is, however, a distinct tendency to speak little of ideal aims and to concentrate upon practical aims of education, invoking the aid of many agencies to assist in their realization. In this bi-partition of aims lies the distinct danger that the ideal purposes of life and education may seem so far removed as to constitute a world by themselves; while the practical aims are felt to arise within and pertain strictly to the actual world of everyday and commonplace experience. Aims and purposes that are ideal are held to belong to the improvement and perfection of life in its esthetic and spiritual aspects, while the practical aims deal with the maintenance and preservation of life. Physical freedom, which leads to control of the physical body and of the material forces of the earth, is indeed important; but the attainment of physical freedom thru entering into conscious unity with the spiritual riches of humanity is none the less imperative. The achievement of freedom for the individual and for the race lies in the conscious unification of the aims of life and education, rather than in their separation. The "organic oneness" of the aim-setting tendency of humanity is seen in that humanity sets up ideals, strives for their achievement, and upon anything like approximate realization finds the ideal has risen to a higher level with an added power of allurements.*

The ideal is endowed with the characteristics of impulsion and allurements. An ideal approximately achieved is thereby imbued with an accession of power and becomes an impelling force which projects a relatively new ideal, which in turn indicates the trend that renewed activities must take. Mr. Warner Fite says:

*Concerning the relation of the ideal to the practical, many illuminating suggestions may be found in "An Introductory Study of Ethics," Chap. 17, by Warner Fite.

practice was tending. The new psychology that began to make itself felt in the early nineties established the kindergarten more firmly in popular esteem by pronouncing favorably upon its fundamental doctrines. It by no means, however, approved of the theory of the kindergarten in its entirety, or of all the phases of its practice. The fact that some kindergartners heard and heeded the criticisms which psychology and child-study passed upon kindergarten theory and practice while others rejected the suggestions made has brought about the division of the kindergartners of the country into two opposing schools—the conservative and the liberal. The views of the latter have become so well defined and positive that they must be reckoned with in any discussion of the kindergarten situation. These views are having a marked effect upon training-school methods—upon the methods of mother-play study in particular. Their nature and their effect demand a brief consideration.

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The mother plays on the other hand suggest some topics which have never been adequately considered by child-study experts, but which are of fundamental interest to education. The character of the little child's interest in nature, for which the mother plays give admirable suggestions, has not received that attention that its importance for school work merits, and there is consequently little to serve as a foundation for nature-study on the basis of children's fundamental interests. The child's interest in the processes and transactions of the industrial world; his growing conception of labor as furnishing one element in valuation; his knowledge of buying and selling and the money used in doing so—topics suggested in several of the mother plays—all these form a broad topic of value upon which little has been done. No study has even been made of the time concepts of kindergarten age, though the kindergartner needs such knowledge to carry out Froebel's own ideas. The child-study expert has done much for the kindergartner that is of great value. This is true, especially along the line of plays and games. Children of kindergarten age, however, furnish a field that has hardly yet been touched and much remains to be done. The whole Froebelian idea presupposes adequate knowledge along these and related lines. Such knowledge could not be attained in Froebel's own life time, since the methods of scientific research had not then been perfected. To furnish the needed knowledge must be the task of the present time.

Such a conception of the relation between the mother plays and child study cannot fail to have important effects upon training-school methods. The teacher who is herself familiar with the results of modern research will organize her instruction in the mother plays and in child-study into one comprehensive course, which will be much more effective than separate courses could be. Such an organization of work will take her quite out of the customary methods of teaching the mother plays. It will make a psychological

rather than a philosophical interpretation necessary. All the plays admit of such an interpretation and all may be grouped under general topics. Suppose, for example, that the first topic in a child-study course for kindergarten students is "The Child's Physical Development." This calls for a study of the child's impulsive activity and its organization with all that it implies. This is psychologically the principle that underlies "Play With the Limbs." The whole topic may require a month for its completion, depending upon the thoroughness of the study. The mother play in question, taken up against such a background of knowledge cannot fail to mean infinitely more than it could have meant taken up separately and in the customary way. What is true of "Play With the Limbs" is equally true of other plays and topics. When the student has gained a knowledge of the child's growing consciousness of himself the play "Falling, Falling" will have a deeper significance. When the nature and function of imitation as a factor in education are comprehended "The Weathervane" is easily understood. When the development of the child's mental processes has been mastered even the "All Gone" song will present no difficulties. This method, followed with the other plays, will give the student a general acquaintance, not only with the literature of the mother plays, but also with the whole literature of child-study. It requires the use of a library and of library methods, but it is adapted to the comprehension of the average kindergarten student, which the customary method is not. In the earlier years of the kindergarten movement the students were not infrequently mothers or women of experience and maturity. The method of study employed—discovering the ultimate principles of the mother plays and tracing the expression and application of these principles thru the whole realm of human knowledge—mythology, literature, religion, philosophy and art—may have been suited to the intellectual and spiritual insight of such students, but it is a method too scattering and comprehensive for the eighteen-year-old girl fresh from the high school. She needs a course more unified in aim and scope—one in which definite work can be assigned for reading and study. The instruction which she receives should illustrate true pedagogic method. A lack of pedagogic unity and method may be excusable in private classes composed of mothers and teachers whose intellectual habits have been already formed, but such lack should not be tolerated with students whose habits of thought and study are still in the process of forma-

tion. The young student, at least, should be aided and not hindered by the methods employed. Such a course as that outlined meets the necessary conditions. It lays the foundation for a deeper knowledge of psychology if that subject has not yet been fully mastered, and broadens and deepens the knowledge already gained if the subject has been previously studied. It gives an insight into the principles, not only of the kindergarten, but also of all true method. It cultivates the sympathetic attitude toward children and lays the foundation for successful work with them. It applies the principle of mental economy, since it organizes the students' knowledge. And above all it cultivates the spirit of inquiry rather than the spirit of dogmatism. The student so taught will regard Froebel as a great leader, but she can never regard him as the sole fountain of educational wisdom.

The prevailing differences in the methods of mother-play study are disquieting or encouraging, according to one's own educational vision. Those who have been isolated from the general educational movements of the past two decades fail to see the causes underlying the changes now taking place in the kindergarten world. To such the departure from established methods of procedure either in the kindergarten or in the training school can be interpreted only as a regrettable straying from the paths of pedagogic virtue on the part of the misguided few. Those who have traced the movements that are transforming general education see in these changes the prophecy of better things—a unified system of education from the kindergarten to the university based upon the ideals which the kindergarten embodies, but which it has not thus far realized. They rejoice, therefore, in the evidence that the kindergartners of the country are feeling the pulse of the larger movement, and that they are beginning to consider the problems of education from the larger standpoint. The present tendency in education is away from the mechanical and in the direction of the vital. Emphasis on educational material is therefore contrary to present tendencies, while emphasis on principles is in direct harmony with them. The methods suggested in this paper are believed to be in harmony with present tendencies. It is because of an abiding faith in the movements and tendencies that are shaping general education that these methods are advocated.

Reflections on the Exhibit Suggested by Sebastiano's Santa Claus

HORTENSE MAY ORCUTT

IT was the Christmas season, and we were drawing pictures in the kindergarten. Small Rachel had suggested that we draw Santa Claus, and the little artists promptly set to work, all save Sebastiano. He sat silent, absorbed, big crayon clutched tightly in his small hand, paper untouched. Presently he said: "I can't draw Santa Claus." In spirit I was deeply sympathetic, for neither could I, but I said "You try." He did not try, however, but sat silent, interested, deeply occupied with his fascinating subject, and altho the paper was untouched, at the end of the period he did not want to give it up. The next day, when the drawing period came again, Sebastiano announced that he wanted to draw Santa Claus. Again he sat for several minutes in silent absorption with knit brow. Presently his frown relaxed—the smile of inspiration came and he began to draw—rapidly, purposefully—but presently he frowned again and asked for another paper. Again some swift, sure strokes upon the paper—swifter and surer than before—and then a little outcry of glad triumph. "See Santa Claus, Santa Claus. I make Santa Claus!" I looked. A few swift, bold strokes making an elongated outline and the semblance of a face. It *might* have been a figure on a totem stick, but it *was* Santa Claus, the product of creative genius, and the artist must take it about for each child to admire in turn. After this intimate exhibition he requested me to put it up on the wall. I did so. But it was too near and dear a product of his genius for such separation from himself, and presently he requested to have it back again on the table beside him. When we came to play games he carried it in his hand, and then, fearing lest some careless child should hurt it, he took it back again to the table and stood looking down at it in admiring delight. It was more absorbing and more commanding than any game, and yet Sebastiano was capable of playing the games with more abandon than any child in the kindergarten.

This is a long story for a simple point, which is that no bit of hand work done in the kindergarten that year was really of such

value and meaning to the educator as Sebastiano's Santa Claus. And all the work that was valuable in any degree was valuable because in some measure it was produced with the creative spirit that had possessed Sebastiano, and because somewhere in its form or outline it proclaimed a sureness, a joy and an abandon such as the Santa Claus undoubtedly voiced.

In looking through the vast amount of kindergarten work now on exhibition at the Natural History Museum, one is depressed and disheartened by the conspicuous absence of Sebastiano Santa Clauses. Now and then in some drawing or bit of brush work one gets a hint of the glad, free creative spirit of a little child struggling happily and crudely to express thought, to image emotional realities. But for the most part the work has the unmistakable stamp of the teacher's hard-and-fast plan and the sad perfectness of finish that an insistence upon a static result and "no spots" produces when held as an ideal over children of kindergarten age, or of any age, for that matter. In particular do I think the little finished paper landscapes pathetic. They are indeed very pleasing to the adult eye, good, strong massing of color—effective contrasts—freedom from apparent fussiness. And yet the infinite pains not to spot the smooth paper that one knows the little child must have taken, and to what educative end for him, save, perhaps, neatness, and I maintain that neatness might be taught to the kindergarten child in a less expensive way. What sweep for creative expression is there for the child in his little paper patchwork? Left to himself, would he ever conceive of green hill, blue river, sweep of sky and great trees in such terms? Would he, indeed, ever perceive them in such a picture unless pointed out to him? I showed such a landscape to an intelligent child of six not long since, and asked her what she saw in it. She repeated the colors "light blue, dark blue, green." When I interpreted the picture she was interested, not before.

To strive for finish and detailed perfection in the handwork of young children seems to me to be very unintelligent and uneducative.

Students working in any of the adult classes at our art school are not allowed to finish a picture. The masters are afraid of focusing the students' attention on varnishing and frames and such like accessory and comparatively unimportant matters when the real business of the training is to cultivate free and true creative expression—"to paint the thing as he sees it, for the God of things as they are."

Now the seeing of the little child is very crude and seldom if ever of the landscape variety. In forcing him to a finished adult appreciation are we not fostering a spirit of insincerity on the one hand and fussiness on the other?

Any worker in the principles of life and growth knows with Browning that

"It was better youth should strive through acts uncouth
Toward making than repose on aught found made."

In the matter of continuity and logical development in sequence, etc., are we not forcing an adult issue and working away from the real spontaneous and legitimate interests of the children?

One can fancy a conservative kindergartner looking over the exhibit offered by the New York public schools' kindergartens and seeing in it only a miscellaneous collection of objects without purpose or content. Missing the formal outline that is the backbone of her own exhibit, she sees nothing but chaos in this medley of things. But here, too, there is unity in multiplicity that is perfectly apparent to the understanding eye. It is the unity of life, the life of the child with all its varied and legitimate interests, and those interests in the hands of a wise teacher are not left scattered and un-unified. They are related and exalted and carried into a larger and more universal expression whenever possible. When the interest is limited, special and passing in its nature it is so treated and quickly dropped, but not ignored. In this distinguishing between the relative importance of things and in the right placing of interests there is a training in values for the child that both interprets and inspires, and that should lead him to be the master and not the tool of his little world; that in the end he may be master and not victim of that greater world in which there is a time and place for all things to the end again that we may shape out of this rich complexity a strong and unified life.



The Kindergarten Program

HARRIETTE MELISSA MILLS

V.

THE AIM OF EDUCATION. PRACTICAL CONSIDERATIONS.

"**T**HERE is no teaching without aim, no good teaching without a definite, inspiring and worthy aim."

Before entering upon further elaboration of this topic we must acknowledge the futility of attempting to establish hard and fast distinctions between the four universal problems in education with which these discussions are concerned. We have seen that the development of the aim of education leads us directly back to the nature and needs of the child, here to find that our problem is, first of all, ontological—since it deals with the concept of Being—a problem the explanation of which is to be sought in the realm of metaphysics rather than in the realm of psychology or of ethics. As searchers after truth we should not be dismayed if we are led into regions that at first seem unreal and unfamiliar, since they gradually become defined to consciousness as the ideally familiar. That which at first seems wholly ideal and theoretical is, on closer inspection, seen to be inextricably interwoven with the practical and the so-called real issues of life.

The primary correlative of the concept of Being is the concept of Freedom. To those who are familiar with the Froebelian philosophy and the character of the philosophic atmosphere of the period with which it is pervaded, this statement will present little difficulty, since it carries with it the implication that the ideal aim of life is freedom, and that education, as life, is a unitary process in which are blended the ideal and the practical. While the ways may be many, the end is one—freedom for the individual and freedom for humanity. Here, then, is an aim for the kindergarten that bears the stamp of universality, and is one that may be presented under many forms of statement.

In an earlier discussion the increasing domination of the humanitarian principle in life and in education was noted—a principle the aim of which is nothing less than the complete humanization of the individual and of mankind. It takes but little reflection to reveal the fact that we have here the principle of unity stated in terms of the highest reach of human thought, as it keeps pace with

the evolution of civilization. It is a principle that comprehends within itself the finite and the infinite. The ideal goal is freedom. This reward of achievement is won by the exercise of man's endowment of self-activity which constitutes his limit-transcending power. Freedom of life in its highest reach is to realize kinship with the Divine Life; but the achievement of this ideal in the individual soul must wait for its complete fulfillment upon the realization of kinship with humanity. The humanitarian ideal and the unitarian ideal merge into the ideal of community of spirit.

Diversity in statements of aim may be partially misleading, since in reality no separation nor dualism can exist. There is, however, a distinct tendency to speak little of ideal aims and to concentrate upon practical aims of education, invoking the aid of many agencies to assist in their realization. In this bi-partition of aims lies the distinct danger that the ideal purposes of life and education may seem so far removed as to constitute a world by themselves; while the practical aims are felt to arise within and pertain strictly to the actual world of everyday and commonplace experience. Aims and purposes that are ideal are held to belong to the improvement and perfection of life in its esthetic and spiritual aspects, while the practical aims deal with the maintenance and preservation of life. Physical freedom, which leads to control of the physical body and of the material forces of the earth, is indeed important; but the attainment of physical freedom thru entering into conscious unity with the spiritual riches of humanity is none the less imperative. The achievement of freedom for the individual and for the race lies in the conscious unification of the aims of life and education, rather than in their separation. The "organic oneness" of the aim-setting tendency of humanity is seen in that humanity sets up ideals, strives for their achievement, and upon anything like approximate realization finds the ideal has risen to a higher level with an added power of allurements.*

The ideal is endowed with the characteristics of impulsion and allurements. An ideal approximately achieved is thereby imbued with an accession of power and becomes an impelling force which projects a relatively new ideal, which in turn indicates the trend that renewed activities must take. Mr. Warner Fite says:

*Concerning the relation of the ideal to the practical, many illuminating suggestions may be found in "An Introductory Study of Ethics," Chap. 17, by Warner Fite.

"Ideals are the projection into the future of inherent capacities; they indicate the direction in which our nature is growing, the ends which it is endeavoring to realize and in which it would find a complete, harmonious and effective co-ordination of its several powers."*

An idea transmuted into ideal becomes, as it were, a sign to the will which is its own determinant and determination. Within the process by which the idea which is seen as desirable of achievement is transmuted into ideal, there arise tensions, dissatisfactions and "divine discontent," which generate activities that would render the potentialities and meanings of the ideal into terms of the actual and practical. Will, having made ideal aspirations its own by mean of conscious thought and purpose, organizes its aspirations for the fulfillment of its practical needs. In the evolution of race life and race mind an ideal approximately realized has ever given rise to a new ideal, and a new tension has arisen between the ideal and the actual in the world of practical affairs. What is for one generation an ideal possibility becomes for the next generation a necessity to its practical needs; for example, the advance that has been made in medical science and surgery has fulfilled conditions that were held as ideal by our forefathers; and still the ideal of perfecting the conditions of human life by conscious control of the ills that assail it dominates a profession that stands second to none in the scale of service to humanity. Here, as elsewhere, evolution is a "process of extending control over the resources of human life." It is the relative achievement of an ideal that generates confidence, courage and hope in the human soul, which responds to the allure-ment of the spirit calling upon heart, head and hand to reach for that which it may not grasp and hold for self alone, but can have only by sharing with humanity.

Thus whichever way we turn we find unity as the productive principle of truth and organic evolution as the method of its manifestation and realization. We also find that "every step toward truth is a step away from vague possibilities and towards determinateness of ideas and experience." It is in looking backward over each field of human struggle and achievement that the thread of unity is seen to stretch in an unbroken line, upon which seem thriddled, as it were, the various situations that have been met and overcome as the race achieved more and more complete organization of its purposes and extended the range of its activities. A cross-sec-

*"An Introductory Study of Ethics," p. 259, by Warner Fite.

tion of any field of activity will not yield to our scrutiny the characteristics of a unified system, but rather will present inconsistencies, contradictions and problematic conditions, without which the situation would fail to present the elements which give zest to the human spirit that would overcome all obstacles and reveal essential unity in spite of apparent contradictions and inconsistencies. If, for example, we take a cross-section of the kindergarten work as it stands today it yields to our earnest scrutiny little that is assuring. The eye perceives great numbers of workers in many lands, each one measuring the philosophy of life and of Friedrich Froebel by the spirit-level of individual temperament. The ear is assailed by voices that range from the tender tones of peace that would lay emphasis upon whatsoever is of good report in the work, to the strident notes of dogmatism proclaiming: "This is the way; walk ye therein." No cross-section view alone will yield adequate ground for either faith or hope. Faith comes from retrospection; and as we look backward over the line that stretches from our own time to that of Friedrich Froebel we may, "out of retrospection wrest a vigorous faith." We may discern how some of the ideals of freedom—the vision of which sustained Froebel in the midst of disappointments and discouragements—have become the relatively actual of to-day. Truths that came to him veiled have been gradually unveiled for us by the revelations of evolutionary science, by the struggle for freedom within our own national life, by the strengthening of the ideal of the brotherhood of man and by the deepening of insight into the significance of the plastic period of childhood and the meaning of education. So great indeed has been the realization of Froebel's ideal of the nurture of childhood that there is sure ground for faith and for hope. Lured on by achievement, may we not, with courage and patience, move forward, "never doubting clouds will break?" May we not, making Froebel's thought our own, "let the beauty of the unveiled truth allure us to divine doing and divine living?" Let us rejoice that in the slow process of evolution Froebel's ideals shine forth with ever-increasing allurements. Here, as elsewhere, aims and purposes, ideal and practical, undergo processes of evolution which make adjustment but tentative, and readjustment and reorganization of human life in relation to each achievement and discovery imperative, if the conditions of development and growth are to be fulfilled.

If it is true, as Dr. John Fiske has indicated, that civilization

became the bearer or instrument of evolution when the development of psychic, rather than physical, variations, became essential to the process—the end of which is the development of the spiritually human attributes in man—it is equally true that education has been, and is the prime factor in making man human. Education, partaking of the principle of unity that produces it, and working under the method of evolution, reflects ideals that are of universal import, and are increasingly definite, inspiring and worthy. Education in its practical organization and equipment is seeking in the present as perhaps never before the realization of its spiritual ideals. The spiritual ideals to be realized, or spiritual patrimonies to be possessed by each succeeding generation, exist as the result of the age-long struggle of the ideal implicit in human nature with the unideal attributes of selfishness, greed and cruelty and the unideal conditions of physical existence. So long as man followed the blind impulsion of his higher attributes the process of organizing experience and extending the range of his activities moved in slow, groping steps; and yet the trend was ever humanward. It is only with the emergence of the higher attributes into ever clearer consciousness that their regenerative office is revealed. Here we are not dealing with theories, but with the stubborn facts of experience, which in education can be traced from the plane of the savage to the consciously conceived purposes of the twentieth century education. Dr. Davidson, in his "History of Education," sums up his survey of this vast field in these words:

"We have seen it (education) begin in supernaturalism and authority, and, by a slow and difficult process, rise to nature and freedom. . . . Where tyranny has prevailed it has educated for tyranny and thralldom; where freedom has been won it has educated for freedom."*

The capacity that made it possible for man to conceive more ideal conditions of living gave birth to activities that made them eventually actual in everyday life. The process moved from self-determination to self-control, from self-control to freedom. Constantly choosing and holding steadfastly to the best that it is given man to see leads to achievement. The prophecy of freedom lies at the foundation of Being; and Will is the instrument of its fulfillment. The will to believe, the will to do, the will to wait, are the plans of activity by which Will accomplishes the "organization of the ideal into the practical—real."

*"History of Education." Davidson, p. 255.

The conscious realization of the Divine Life and the development of the Divine Will in man and humanity is for Froebel the integrating end or purpose of education.

"To educate one's self and others with consciousness, freedom and self-determination is a twofold achievement of wisdom.

"By education the divine essence in man should be unfolded, brought out, lifted into consciousness, and man himself raised into free, conscious obedience to the divine principle that lives in him and to a free representation of this principle in his life."*

What, then, are the practical suggestions that emerge from the theory that the aim of life and of education is identical, and what are the possibilities of unifying the ideal and practical in the conduct of daily life? The answer seems not far to seek. Every approximate achievement of a definite and worthy aim marks a growth in that freedom which is the goal of education as a part of the evolutionary process. Therefore it becomes the business of education in its organization and equipment and in every agency that is employed to present high ideals in the form that appeals to the pupil's appreciation. It is the privilege of education to foster in the undeveloped human being the aim-setting, aim-achieving habit, and to accustom the pupil to activities whose purposes are consciously understood and which may be crowned with relative success.

The kindergarten must be dominated by the aims and purposes of education in general if it is to be an integral part of the system. It must grapple with the problem of freedom on the plane of child-life. Its organization and equipment, its many-sided appeal, should be to the end of "freeing the life process for its own most adequate fulfillment." It is, then, the problem of the kindergarten to give to the ideal aim and purpose of the whole, relative fulfillment in each plan of work; to habituate responses to the impulsion of high ideals which include within their unity the concrete and the practical; and further, to connect the aims of the whole with the processes of their realization, thus lifting both the ideal and the practical aims into the clear light of consciousness. Because the nature of the problem is psychical and deals with elements of spiritual significance, statements of aims should be made tentatively, since ideals in order to be ideal must have just that characteristic of poise, that ever readiness for flight to higher levels of freedom in thought and action.

*"Ed. of Man," p. 4.

A program for the kindergarten should embody consciously conceived aims and purposes, expressed both in the ideal terms of mature consciousness and in the practical and concrete terms of child-life. There is no single means of eliminating vagueness and consequent indeterminateness of action as the practice of stating definite aims for one's work as a whole and also the conscious statement of aims for each exercise which should embody some phase of the whole purpose as its generative and productive force. In the exercise of the power of determinate selection of ideals to be realized through action the will is nurtured and freedom is the reward of the fulfillment of consciously conceived purposes. Froebel warns all teachers of the danger that lies in the inability to formulate the spirit that pervades all true teaching when he writes:

"Even the highest and most precious blessing is lost by man if he does not know what he possesses, if he does not hold it fast and represent it in his own life consciously, freely and from his own choice. The anticipation and hope, the trust and disposition of childhood indeed show the way, but man is to follow it with conscious insight and self-determination, persisting in what he knows to be right. For man is destined for consciousness, for freedom and for self-determination."*

From the point of view of the kindergartner the program must reflect the universal ideals and ideas of human life; some aspect of universal truth and beauty must be present in every fleeting moment; every exercise must be conceived as a means of giving partial embodiment to some phase of universal truth and beauty. Art, literature and music in picture, story and song are counted as the great repositories of these ideals and ideas, and may be drawn upon for the realization of the ideal and practical aims of the program. To these resources the kindergartner must turn for the enlargement and enrichment of the experience content of the program. Educative materials and activities are considered as further means of presentation of universal ideals and ideas to children. From the adult point of view it seems necessary that the program reflect a world view based upon universal truth—a measured and describable world of fact—and also that it represent universal values and worths—an interpretive world of appreciation. This relatively organized world of description and appreciation is the child's birth-right with which it is the business of purposeful education to acquaint him; and from the adult point of view, logical induction seems to be the method by which this task can be most easily accomplished.

*"Education of Man," p. 135-6.

Following this method or plan of action it becomes the teacher's office to morselize the subject matter of the program into its elements to the end that the child may, by processes of slow integration, by means of externally organized and predetermined agencies and activities, enter into possession of his inheritance.

It is at this juncture that the *real* problem in program-making and program administration emerges, namely, how harmonize the ideals and ideas of the adult world view with the world view of childhood? Is it possible to give to mature and relatively conscious ideals continuous and progressive expression in the kindergarten? Does not early childhood, in its characteristic capacities and attitudes, oppose insurmountable obstacles to such an inflexible procedure? The extension of this point belongs properly to the discussion of method; but in passing it may be noted that the logical order of presentation of experience or of educative material is based on *a priori* conceptions of the nature of the subject matter to be presented rather than the nature of the child. To fractionize the subject matter with a view to simplification and to facilitate "ease of acquisition" is to deal with terms that are strictly relative, since no proof can be given that simplicity is a static term for childhood and for maturity. May it not be that the fragment of experience or knowledge severed from the connection which gives it value and significance is thus foredoomed to failure in arousing or sustaining interest? And further, does not this plan of action lead directly to the practice of clothing the in-itself uninteresting fragment of knowledge in a garment of device?*

Contrasted with the relatively complete and organized world-view of the adult, is the child with his world view? Who shall attempt to say what it is? In vain we recall our childhood days. In vain we study child-life to gain entrance into its inmost temple, that we may look out from this point of vantage upon the child's world. Here we face insurmountable barriers, since no one has become as a little child; therefore all answers to these questions are but tentative and must ever remain so. The child's world may be narrow, imperfect, crude. His environment, the interests that fill his daily life, whatever has entered the door of consciousness, constitutes his world; and fragmentary and partial as it is from the adult view, there can be little question that to the child it presents the characteristics of unity. In this unitary world the child lives,

*Will the thoughtful kindergartner reflect upon the traditional gift and occupation exercises that present just this situation? e. g. vertical lines in sewing must be named soldiers marching, etc.

moves and has his being. May it not be true that childhood presents an implicit unification of the ideal and practical aims of life? May we not say that for childhood the realm of the practical is the realm of the ideal? Childhood is, indeed, the golden age of acceptance in which everything that appeals to consciousness comes freighted with wonder and surprise. In this unitary world the child moves with unconscious freedom. Back of the child's endowment of capacity to act we may not penetrate; yet if action is assumed to be the fundamental datum, it follows that out of this matrix emerges both the will and the intellect—not as separable factors in unfolding consciousness, but as different aspects of one process, the aim of which is to secure and extend control over the resources of human life by means of continuous, progressive, adjustive and adaptive activities. Dr. Royce says: "The life of our consciousness is a life of watching our deeds, of estimating our deeds, of predicting our deeds and of interpreting our whole world in terms of deeds."* This statement reveals the absolute interdependence of will and intellect and indicates clearly that the office of thought is "to bring order and control into the experience process."

The child on entering the kindergarten is still living in the age of acceptance. The processes of extending control over the resources of human life have begun their functioning. Unconscious and semi-conscious responses to stimuli have taken place by the method of psychological induction. Selective activities such as are manifested in play, language, investigative and constructive reactions are functioning to more or less definite processes of control. Thought has begun its process of reflection (its retrospective function), evaluation and interpretation (its immediate function) and prediction (its prospective function). In this threefold functioning of thought, which cannot be separated from will, the process of establishing conscious unification of ideal and practical aims is, at the kindergarten stage of development, already begun. To substitute the logical method of organizing experience for the psychological method is to reverse the process or plan of action by which individual development has hitherto taken place; and, furthermore, it lays the foundation for a dualism between life in the school and life out of school. The method of kindergarten procedure too often inaugurates this separation by following the logical rather than the psychological or apperceptive order of development. Instead of the

*"The World and the Individual." Vol. I. p. 435, by Dr. Josiah Royce.

presentation of the content of adult knowledge in fractionized form the aim should be to preserve continuity of development of powers that are already functioning to the ends of control of experience. Thus it becomes the office of the kindergarten to recognize the positive experiences over which the child has already inaugurated partial control and to supply the instrumentalities for their extension and perfection. The activities of childhood are not as aimless and devoid of purpose as popular interpretation would indicate. Careful observation of children of kindergarten age will reveal the fact that while many manifestations of activity are performed apparently for the organic pleasure of movement (the act being in and of itself satisfying) there are many activities which clearly reveal the teleological character of their origin. The goal to be realized may be the fulfillment of some immediate desire, yet, none the less, Will organizes activities to the end of approximate achievement of the willed result.

It is one of the latest insights of educational theory in general that the period of child-life preceding the school period has not as yet received its true evaluation in relation to the system of purposeful education. This is no new insight for the Froebelian kindergartner. For such the true evaluation of pre-kindergarten experience is a most delicate task, since the realization of the aim of education on this plane of development depends largely upon the practical preservation to the child of the apperceptive centers of feeling and of thought which have been rooted and grounded in the primordial nursery of civilization—the home—and have been fostered by the beneficent influences of nature. This, however, comprises but half the insight. The Froebelian kindergartner knows that ideal and practical enrichment must accompany each selected experience; and to this end educative materials are organized, and story, picture and song are made to mirror to the child the world he has known, the world in which he now lives, the world of which he dreams.

Let us then recall that unity is the productive principle of the kindergarten program. By seeking to incarnate in it the ideal of freedom, by selecting experiences and encouraging activities which make for practical and ideal freedom, the kindergarten is made to add its mite to the "movement which is bearing humanity onward toward a richer life and a higher character."

The September issue of the *KINDERGARTEN MAGAZINE* will deal with the selection of subject matter for the kindergarten.

A Piano Story

GRACE ISABEL TOMS, P. S. 21, MANHATTAN, N. Y. CITY

(The storyteller is seated at the piano).

THERE was once a mother, a father and two little children who lived away up in the top of a very tall house in the city. This is where they lived, mother, father, Jennie and Rocco, 'way up here in the top of the house, just under the roof.



It was so high that when Jennie and Rocco looked from their windows they could see over all the nearby roofs, *almost* to the river, and sometimes they could see the pigeons circling around "over the housetops and across the broad sky."

One morning after breakfast the mother said: "Come, Jennie and Rocco, are you ready for kindergarten?" Their faces and hands were nicely washed and their hair was smoothly brushed. They said, "Good-bye, mother," and started off down the stairs. They went down the stairs very quickly, first Rocco, whose shoes were heavy, and then Jennie, who did not make as much noise as Rocco, this way:



(Play scale first loudly and quickly to represent Rocco, then softly and more slowly to represent Jennie.)

When they reached the street the bell was ringing in the school nearby, and Jennie and Rocco ran, for they must not be late. (Play



a running rhythm.) Upon reaching the school they ran in to the playground, where a great many children were running, jumping and playing, but soon the gong sounded, and each one went to his own room, Jennie and Rocco upstairs to the kindergarten.



The kindergarten was a very pleasant place, and there were many pleasant things to do before they sat down in their little chairs to work at the tables. There were the goldfish and the rabbit to feed, the plants to water, the doll's house to put in order and the room to dust. When this was done there were the picture-books and blackboards and sand table. Jennie sat by the long window and rocked the dolly, but Rocco loved best to get a piece of chalk and make a big picture on the blackboard. They were very busy when the piano called them to their chairs. Each one came



running, ready for the morning circle. When all were seated with folded hands the teacher played some pretty, soft music like this (play a selection, such as "Traumerei"), then play "Good-morning to you" from Hill Book or any other greeting song). The sun had just peeped around the corner of the tall house next door and came streaming down thru the kindergarten window. Rocco said, "Oh, let's sing 'We're Glad to See You, Glorious Sun,'" and they did. (Play "Greeting to the Sun," Gaynor.) And here we will leave Jennie and Rocco working and playing in kindergarten and go back home to see what the mother is doing.

She had much to do. When the dishes were washed and the house was swept she said: "Now I will go down to the street and buy something for dinner." So she put on her shawl, took her basket on her arm and went out and locked the door. She walked slowly down the stairs, pausing at the landings—this way, and started down



the street, walking slowly and looking in the windows to see what she could buy.



At the corner she stopped to wait, for the soldiers were coming, the flags were flying so brightly and the band was playing so gaily. (Here play a little of some soldierly march, such as "El Capitan" or "Up the Street," for example, playing more and more softly as the band passes away up the street.) Then the drums are heard:



(Repeat more and more softly till gone.)

and the soldiers are gone. The mother crossed the street and went on (repeat the "theme" of the mother's walk) to the grocer's. There she bought some sugar, butter and macaroni, and then went on to the baker's for bread. Then she went home quickly, for the dinner must be ready before twelve o'clock. (Again repeat the mother's walk more quickly.) She reached her own house and walked slowly up the long stairs. She unlocked the door and walked in and started to prepare the dinner.



All this time the children have been busy too. Jennie has been hemming a big duster for the kindergarten and Rocco has made some fine chairs and a table for the doll's house. Now, with hats and coats on, they are standing behind their chairs. Would you like to hear how they say "good-bye?"

(Play a "good-bye song, such as "Good-bye to All," by Warner.)



The bell rings; they pass out and down the stairs. Jennie and Rocco hear the whistle blow at the factory nearby. Father will soon be home.



With pedal (Have children listen to the vibrations).

Rocco gets home first and races up the stairs. Next comes Jennie (play ascending scale more quietly), and finally they hear



the father coming, tramp, tramp (play ascending scale slowly and heavily). And as they sit down to eat their good dinner we will say "Good-bye" to Jennie and Rocco.

Fourteenth Annual Convention of the International Kindergarten Union

New York, April 29, May 3, 1907

FOR the fourteenth time the kindergartners of the country have convened under the banner of the International Union. Once more they have met and dispersed. It would be both interesting and illuminating if we could give to our readers a composite of the impressions carried out by our sometime guests. Such as we can, we will give. The trained imagination of the kindergartner, especially if she has attended other conventions, will fill out the blanks.

The Committee of Nineteen held its meeting Monday morning, and altho no official report as indorsed by that body is forthcoming, a most valuable summary of different views held and discussed was read by the chairman, Miss Wheelock of Boston, at a later session, and will be found in full on another page of this number of the MAGAZINE.

CONFERENCE OF TRAINING TEACHERS.

On Tuesday morning, after duly registering and receiving the usual delegates' envelopes, those entitled to attend found their way to the attractive auditorium of the Horace Mann School, in which was held the closed session of the Training Teachers' Conference.

The gracious welcome "to the many guests from the many cities" was voiced by Dr. Jenny B. Merrill, Supervisor of Kindergartens of Manhattan, the Bronx and Richmond. Both words and manner expressed the outgoing, all-embracing spirit that has a welcome for all who bring light to the searchers after truth.

Miss Laura Fisher of Boston gave the first regular address upon the topic of the afternoon, "The Place of the Mother Play in the Training School." It came to us too late for publication in this number.

Miss Fitts told in detail the method of studying the Mother Play at Pratt Institute.

Miss Nina C. Vandewalker of the State Normal School, Milwaukee, then gave a thought-provoking paper which we are enabled to print fully in another place.

TUESDAY EVENING SESSION.

The relation of the kindergarten to the school was the subject of addresses by Miss Bertha Payne of Chicago and Miss Geraldine O'Grady of Brooklyn on Tuesday evening.

Miss Payne spoke for the extension of kindergarten training into the primary grades, that kindergarten and primary teachers might know each other's work in order to correlate to better advantage. The wider and more accurate the range of the teacher's knowledge the better she can handle her subject. Miss Payne encourages her kindergartners to teach in the grades, thinking this one of the best ways to extend kindergarten influence.

Miss Aborn told a story which illustrates excellently for the lay mind one practical effect of the kindergarten.

A mother of the south end of Boston whose child had passed from the kindergarten into the grades said that she "believed in the kindergarten because it helped and got the child's mind ready so that when the studies came upon him hard he had the mind to stand them."

According to Miss Harris, assistant superintendent of schools in Rochester, the kindergarten and primary school there are already fully articulated; a perfect relationship has been established. We will all want to visit Rochester.

Miss Giddings of Denver pleaded for agreement upon basic principles already proved, that we may have a foundation from which to proceed further, and tho her invitation for the I. K. U. to hold its next convention there was declined this year, we are glad there are other years coming.

FIRST REGULAR SESSION HORACE MANN ASSEMBLY HALL.

The first regular session of the Convention opened Wednesday morning with an invocation by Rev. G. Ashton Oldham, acting chaplain of Columbia University. Dean Russell of Teachers' College spoke a right royal welcome, and Mrs. Hughes, president, was most happy in her response.

The usual reports of officers were read and those from the regular standing committees followed. Of particular interest was that of Miss Mary Jean Miller, who is chairman of the Committee on Foreign Correspondence. According to this 16 countries are

now represented, with a total of 61 correspondents, 25 having been added this year.

Progress is first noted from Canada.

Miss Mary A. Cody writes from Japan of a Kindergarten Union formed of 25 members, with Miss Annie Howe as president, and the other officers graduates of recognized American training schools. The "Study of Child Nature" has been greatly enjoyed.

Pleasant greeting comes from Miss Amy Walmsley of the Kindergarten Training College, Bedford, England.

Miss Annette Schepel tells at length of the varied studies pursued at Sesame House, London. The work done includes the care of infants a few months old, scientific preparation of food, hygienic laws, applied practically to the average household, cultivation of gardens, tending of domestic pets, etc., all vivified by the Froebelian spirit which reverences all life and honors all work. The letters speak of the losses sustained in the deaths of Mme. Michaelis and Miss Wragge.

The 31st annual report of the Froebel Society of Great Britain and Ireland tells of the visits of 165 infants' mistresses to secondary schools and kindergartens, such visiting being a new departure over seas and one proving to be a great success.

The conditions in Mexico are interesting as we learn from Mrs. Worcester Warner, recently a visitor there. The Girls' Normal School of the City of Mexico accommodates 1,400 pupils, of whom 400 are children (boys and girls), in nine separate kindergartens. There are, besides, 500 more in public school kindergartens, but thus far the training of the kindergartners has been very inferior, tho better things are promised in the near future.

Miss Charlotte Halsey sent messages from Trebizond, Turkey, including a word about Russia.

Mr. Courthope Bowen writes from England and Mrs. Keding Bagger from Denmark, Hilda B. Langborg from Stockholm, and Frl. Heerwart from the fountain head in Germany.

The reports of the delegates ran over the allotted time and therefore some were given later at the Friday morning session. This is what happens when a central body is so vigorous and flourishing that it continually puts forth new branches.

Luncheon served by the Teachers' College made a pleasant break after the serious work of the morning, and then the visitors were ready for the afternoon.

TWO ROUND TABLES.

A sagacious board, wise from the experiences of their predecessors, had ordained that the round tables should be held in buildings sufficiently far apart to forestall any temptation to attend both meetings, as such efforts are distracting to both speakers and listeners.

Wednesday afternoon, in the Horace Mann Assembly Hall, Mari Ruef Hofer conducted a group of folk songs and then Prof. Arthur W. Dow spoke to the question, "Principles and Methods in Art."

The main points made were these:

The aim of art education is development of creative power, of perception of beauty, of critical judgment.

Mr. Dow believes that art instruction begins where education begins, and belongs to all ages and grades, from kindergarten to university.

Design, he considered, is more important than representation.

The lecture was a statement of principles and methods of teaching, and was illustrated with examples of work done in the Kindergarten Training Class of Teachers' College; also with drawings made by children of the Horace Mann and Speyer School Kindergarten and by work from the Horace Mann Elementary School.

Miss C. C. Cronise of the Chicago Kindergarten Institute called attention to a certain analogy between language, music and art. In language and music the child's first expression is fragmentary, disconnected; words, followed by sentences and story. He learns by imitation, seeing and hearing done constantly that which he imitates. In the case of art he seldom sees the process, but usually the finished products and that usually a bad example. But here, as in the other cases, when he begins to express himself the natural result is fragmentary, but later becomes connected and unified, and expresses a sense of relationship. His first efforts are largely imitative and representative.

The average student in the training school has little knowledge of art, and must herself first be taught in the short time allowed by the course to see the color and beauty, the harmonies, the composition which she is supposed to lead the child to appreciate. She must needs be awakened to the world of beauty before she can do much in helping the child to feel and express it.

WEDNESDAY EVENING MEETING, CARNEGIE HALL.

Carnegie Hall, always beautiful in itself, was in gala attire Wednesday evening, and it was a joy to be a part of it. The brilliancy of carnations contrasted gloriously with the green of ferns and palms.

The American Symphony Orchestra gave some fine musical selections under conduct of Franko.

Mr. Hamilton W. Mabie's address of welcome had the charm of the perfect literary form as well as that of genuine feeling. He bade the kindergartners welcome in the name of the best that New York offered, and asked them not to be misled by what was presented by the ostentatious show of the Waldorf, or the plays of questionable theaters. The real New York was found in the side presented by the church, the school, philanthropic enterprises, literature and art centers, and in the name of this best New York he wished to welcome them. To that New York they had always an open sesame because they were in and of it. To maintain this better New York it was essential to nurture the idealism of the little child: to saturate him with love of the beautiful in every quickening way. However severe the struggle or sordid the life, he would in the end return to this higher thought if the love for it were really put there.

The other speaker of the evening, the Rev. James M. Taylor, president of Vassar College, answered the question, "What is the education that will best fit our youth for the future?" He said:

"It is essential to see clearly, to think straight and to speak accurately. No man can be truly educated without this. We must not only see facts and know facts, but use facts. Education must give us breadth of view and force us from provinciality. It should develop a taste for art and literature, but above all things it must form the will and give the ability and impulse to use opportunities.

"America does not need physical development. The great need of America is the preaching of moral conviction and intensity, so that theft shall be known as theft and lies known as lies. And to help in accomplishing this the teacher must have the missionary spirit, the spirit which gives and asks no return but the joy of seeing done his favorite work."

The Auditorium of the De Witt Clinton High School is a revelation of what a public school assembly hall may offer as an example of architecture uplifting both in structure and in coloring. The warm but delicate color scheme brightened by delicate tracery of

gold was at once cheerful and restful. Two large wall paintings by C. Y. Turner reminded us that it was under De Witt Clinton as governor that the Erie Canal, a great engineering feat, was completed in 1826. One painting depicts the ceremonies attendant upon the opening of the canal. The governor is seen pouring the waters of the lake into those of the river. The other picture shows a group of tourists taking a leisurely trip up the canal: a strong contrast to the rushing trolley and automobile of to-day. A second round table was held here in this Auditorium.

After a group of songs were sung by the Jenny Hunter Kindergarten Training School the subject was taken up: "Froebel in Relation to Subsequent Educators," Miss Blow leading. She was followed by Mme. Kraus-Boelté, who spoke on kindergarten principles in the light of Froebel. Mme. Boelté made a great point of Froebel's law of inner connection. She believes that the Mother Play should be in the hands of all women, that they may draw out for themselves what they need in the circle of their educational duties. It was not intended by Froebel for a practical handbook. She claims that Froebel's system is the only one in which the details of actual practice are based upon sound psychological principles. And again, if ever the practice in its logical outcome should ever cease to be the distinct expression of the psychology the plan will cease to be Froebelian.

Neither is it the idea of Froebel that there should be a certain amount of work in a given time without regard to the individual.

Miss Lucy Wheelock spoke on the "Use of the Education of Man in the Training Class," Mrs. Alice H. Putnam of Chicago following.

Another delightful example of public school architecture that indicates the progressive trend of modern educational thought is the Wadleigh High School. Here, on Thursday afternoon, a round table met to exchange views and experiences concerning Mothers' Meetings.

The heavier part of the meeting was prefaced by some delightful singing on the part of the school glee club, conducted by Miss Anna G. Judge. Full of the spirit of spring was the rendition of "Morning Is Nigh" to the air of the "Beautiful Blue Danube," and the Dutch lullaby of Patty Stair was so delightful that it was repeated by request.

Mrs. Hughes, president of the I. K. U., expressed warmly her

appreciation of the music that "came from the well-spring of the heart."

Miss Fanniebelle Curtis, supervisor of kindergartens in Brooklyn, then told of what has been accomplished in that borough in the organization of mothers' clubs. The 300 kindergartens had a fine record. All told, there were 900 mothers' meetings, with an attendance of 19,000 mothers, last year.

Miss Curtis spoke of the difficulty of understanding "Johnny" because he was the product of an unknown home and foreign environment, but that the kindergartner's passport to enter the home was never challenged. It was then a natural step to invite the mother to meet in the school, but always after consultation with the principal.

In organizing a mothers' club, according to Miss Curtis' experience, the kindergartner should herself be president in order to hold the reins in her own hands, since she represents the organization of the school in this smaller organization of the schoolroom, and she knows the "formula" as mothers unused to organization cannot. The other offices may be given over to the mothers, and then the organization of a club and the questions as to dues, etc., must be taken up. Dues average from 5 to 10 cents, and in some sections of the city a penny-box is used, the contribution being used for libraries, decorations, refreshments, etc. From time to time such committees are added as the growth of the club warrants.

Various topics are discussed at these meetings, such as plays and playthings, occupations for a rainy day, Sunday in the home, the Sunday supplement, etc.

Refreshments are rarely served and then with extreme simplicity.

After five years of such isolated meetings a convention of mothers' clubs of the city was held. A large hall was filled with these mother groups. A practical feature was the Babies' Room, in which games and animal crackers held the children while the mothers were "at meeting."

The mothers of Brooklyn, as a practical outcome of these meetings, have established a seashore tent, where they may spend a day with the children, gaining something much better than is offered by the crowded resorts and the cheap theatres. A paid kindergartner is in charge, and milk is served.

Miss Curtis made clear, however, that the function of the

school and kindergarten is not to take away parental control and responsibility, and that the mother's work in the home is as valuable to the Board of Education as the work of the kindergartner. Miss Curtis also averred that the fatigue point with the kindergartner is a real thing, and work after that point is reached is a mistake. A more distinctly valuable asset to the Board of Education is the work the kindergartner may then do in the home and at mothers' meetings.

Miss Virginia Graeff, of Boston, Mass., then told some very good stories illustrating how mothers' meetings have helped mothers to wisdom and insight in dealing with children.

An unexpected feature of the program was the recitation of some original characteristic little verses by Miss Emile Poulsson of Finger Play fame—verses to entertain the child while mother is washing face and ears or curling the obstreperous hair of the small martyrs to order and cleanliness.

Mrs. Walter D. Hervey gave next some practical suggestions for conducting a mothers' meeting successfully. Since the kindergartner must usually be the speaker, she should know how to prepare and give a talk. Her subjects must be those upon which kindergartner and mother may meet, such as how to train in courtesy, honesty, etc. Some topics the kindergartner will know much more about, such as suggestions for home occupation, story-telling, music for the child, etc. In arranging her talk a clear, definite outline must be prepared.

Miss Geraldine O'Grady spoke especially of the problems that confront the foreign-born mother of the American child. The young child readily adapts himself to American ways, is dressed in American clothes, while the mother naturally continues to wear the garments she has been used to, and finds difficulty in the strange land in using unfamiliar stoves, cooking utensils, articles of diet, etc. The language, the historic traditions of the foreign mother are all different from those of the new country. "What does she know about Washington or Lincoln?" "What her child learns in the American schools is Egyptian darkness to her." The kindergartner thru the mothers' meetings can help maintain the bond between mother and child. She can get the mother to tell of the homeland, and bring examples of her skill in embroidery, or other handwork, obtain from her stories she knew in childhood, and tell of home festivals. Miss O'Grady has compiled a list of stories, classified

according to country, to tell at the meetings. When a mother hears a story familiar to her told in the new tongue it is readily seen that another link is forged in the chain that unites alien and citizen.

Mrs. Ada M. Locke, president of the Kindergarten Union of New York and vicinity, was exquisite in telling a story of the unawakened mother who needs actual experience to prove to her that the kindergarten fulfills a need which even the most refined and best regulated home may not be able to offer.

It was growing late, and therefore Dr. Jenny B. Merrill spoke very briefly upon her topic, simply calling attention to the traveling libraries for mothers which may be seen at her office, 500 Park avenue, New York City. In some of the city schools such a library may be secured thru the principal of the school library lists. Thirty-eight books are included in this list, comprising the subjects of psychology, physiology, child-study, poems and stories for children, suggestions for hand-work, etc. (See KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST for February, 1907.)

The afternoon concluded with a piano story by Miss Grace Isabel Toms of New York City. (See page 654.)

Another round table was meanwhile held in the Museum of Natural History. It assumed a character somewhat different from what was expected. The exhibitors were supposed to explain and interpret their exhibitions. But the explanations seemed to drift from an interpretation of the exhibits to an exposition of the principles of this and that training school, and some of the speakers absorbed so much of the time that that of the later ones was very much curtailed.

The last of the program was taken by Mr. Ernesto Nelson, special educational commissioner from Argentina, who made an eloquent plea for the co-operation of American educators with those of South America.

BUSINESS MEETING.

On Friday morning the annual business meeting was held. As they approached the door of the Horace Mann Assembly Hall the delegates were given ballots bearing the regular ticket of nominees for office, but with spaces left for scratching, inserting preferred names, if such there were. (See editorial page.)

There was no opposing ticket, and those nominated were elected practically unanimously. Miss Fanniebelle Curtis, efficient

supervisor of kindergartens of Brooklyn and Queens, is therefore our president for the ensuing year.

Reports of delegates and special committee postponed from the Wednesday morning session were read. Among these was Miss Wheelock's fine summary of the proceedings of the Committee of Nineteen.

One of the most inspiring incidents of the entire convention was the voicing of a strong plea in behalf of kindergartens in Japan by a Japanese woman gowned in the latest Occidental style. In choicest English, beautiful and effective, she told of the Japanese situation and the urgency of its needs. As early as 1894 there were 294 kindergartens in Japan. They have been doing good work, but look now for inspiration and rejuvenation from the United States.

Frederick Froebel Haus Committee.—The matter of funds for the continuing of Fraulein Heerwart's work of transcribing the Froebelian literature and putting it into shape for print again came up in the report of Miss Fitts, chairman of that committee. Miss Faris of Cleveland seconded Miss Fitts in her plea in behalf of this needed work.

The committee on literature, as reported by their chairman, Miss Elder, told of the progress in preparing the list of books for children. Reference was again made this year, as last, to the subtly evil influence of the comic Sunday supplements, and suggestions were made that the new committee co-operate both with journals and with individuals in counteracting this serious danger, not by repressing, but by supplementing what is evil by what is good, recognizing that color, brightness, humor all have a legitimate place in the child's life.

FRIDAY AFTERNOON.

On Friday afternoon the beautiful De Witt Clinton High School again opened its doors to the kindergartners. An organ recital by Prof. J. R. Fairlamb preceded the addresses.

Miss Laura D. Gill, dean of Barnard College, then described the introduction of the kindergarten into Cuba, just after the war, when the women and children were forced into the larger towns, away from the homes and farms, and many of the little ones were left entirely without grown friends or relatives to care for them. Orphanages were opened, but the forlorn children had neither vigor nor knowledge of how to play or romp. Wise guidance was needed,

and so the kindergartner became a necessity. In 30 or 40 houses there was in one settlement no one over 17 years of age, and these children supported themselves by eating sweet potatoes they could dig up. In most native schools the discipline was either too lax or too severe. The idea of studying the child, or of having consecutive courses of training was new, but the people felt that there was great need of betterment, and in 1904 1,500 Cuban teachers attended the Summer School of Harvard and there obtained a point of view which was invaluable.

The absentees lost a great deal in missing the gracious presence, the exquisite mingling of gentleness and strength that radiated from Chancellor MacCracken of New York University. He said:

Upon entering this hall a few minutes since I asked my esteemed friend, Mrs. Kraus-Boelte, whose partner I have been for some years in our Summer School kindergarten work at University Heights, what I should say to you. Her answer was, "Declare your faith in the kindergarten." Accordingly, I repeat this, my creed—"I believe in the kindergarten." If you ask me for a reason for this faith that is in me, I will answer by a story. Something over a year ago a theological class of 30 or 40 mature persons invited me, with half a dozen other gentlemen, each to occupy an hour in speaking to them on the following subject: "My Best Teacher, Who Taught Me Best and Why Best."

I accepted this duty without reflection. When I came to reflect, to my surprise, I could name no college teacher, no university teacher of those of whom I had heard in foreign lands or in our own land, no secondary school teacher. I was simply compelled in all honor and all duty to name my mother.

Here I may say that at the time of her marriage to my father she had been the successful founder of an advanced school for young women in the state of Ohio, in a college town where now are two strong women's colleges.

My reflection convinced me that my principal education was in my childhood under her and in my boyhood under her guidance till I left college.

If I comprehend the kindergarten, it is essentially an endeavor to transfer a thoroly educated and cultivated motherhood to all the children whom it admits to its walls. If it supplies thus the office of the mother in any large measure in its highest and most efficient form, it achieves its object. Because I believe in the accomplishment of this, I repeat again as my creed this afternoon, "*I believe in the kindergarten.*"

Further, I have had the rare privilege of helping organize in New York University its Faculty of Pedagogy upon a level with university faculties of law, medicine and divinity. It is the very

earliest faculty of this order upon our continent, if not in the world. I believe that the five great fields which it principally cultivates are none too many for the teacher of the kindergarten. You ought to study human nature, which is the first field; the subject matter to be taught, which is the second; the methods of teaching, which is the third; the history of education, the fourth; and, fifth and last, school organization and management. I do not say that the kindergarten teacher needs to go as far in these as the high school teacher or the city superintendent. I look upon your convention here as calculated to stir kindergarten teachers to more extended study in all these five fields. Therefore I congratulate you heartily upon the success of this year's meeting. I earnestly wish that it may be the precursor of an unending series of like meetings in future years.

In his brief address Prof. Samuel T. Dutton of Teachers' College said, among other things:

It is with some degree of sadness that one visits kindergartens in different countries and discovers such wide variation in the spirit and apparent intelligence with which the ideas of Froebel are interpreted. One asks why is this so, and the best answer is probably found in the parable of the sower. * * * * This suggests two or three things: First, it makes a good deal of difference where a truth is planted. Second, the culture and care which is given it has much to do with the growth. Third, holding to the teaching of the parable, the question arises whether the seed itself cannot be improved under the highest cultivation.

The reports of the committees on necrology were then read, and the chairman of the committee on time and place, Miss Laws, announced that four places had sent urgent invitations for the next convention. These were Cincinnati, Denver, St. Louis and New Orleans. To secure a tentative vote, that the committee might have some data on which to work, Miss Laws asked for a rising vote for each city. When it came to St. Louis's turn Miss MacCulloch made a strong plea for that city upon the ground of its offering an opportunity to there express appreciation of the debt due the early pioneer worker.

Miss Woodruff of the New Orleans Normal School was most eloquent in behalf of that southern city. She reminded the delegates of the romantic charms of the quaint town, with its French and Spanish atmosphere, and then appealed to their sense of obligation and of justice. We were reminded that the I. K. U. professed as one of its objects that of propagating kindergarten thought and influence. Here was an opportunity, in a section of the country

which needed the encouragement and inspiration that a convention brings. The figure of Justice on the convention button was also invoked to strengthen her argument. When a standing vote was called for, it was quite evident that New Orleans was the choice of the large majority, and it will surely be quite as possible to honor the advance guard of the kindergarten pioneers in that city as in any other. Those pioneers belong to the country at large now.

The newly elected officers were then introduced and Miss Curtis, the incoming president, stated her platform in the creed found in the frontispiece.

And the convention adjourned to meet in New Orleans in 1908.

SOCIAL EVENTS.

Among the pleasant social functions of the convention was the luncheon given by the Teachers' College, Columbia University, on Wednesday noon. Seven hundred guests were served, and among so many it would not be at all surprising if one found it impossible to have a word with every one with whom it would be a pleasure to speak.

On Monday afternoon the Chicago Woman's Club of New York gave a reception in Whittier Hall rotunda to all guests from Chicago, Miss Leavens, the president of the club, being hostess-in-chief. Mrs. Henrotin, beloved by all Chicagoans, was among those entertained. A number were unable to be present, as duty called them elsewhere.

On Friday evening all local and visiting kindergartners were the specially invited guests of the Metropolitan Museum of Art. It was a picture of rare beauty that presented itself to those who summoned up strength enough to go after the strenuous work of the week. The grand stairway, with the ascending and descending figures of daintily garbed women in the soft glow of the artistic electric lights, repaid a journey even from the magnificent distances of Brooklyn. Paintings by the first American and foreign artists, rich bronzes, cases of delicate laces and objects of virtu formed a rich background of stimulating suggestion and uplift for these interested visitors.

In the receiving line were Mrs. Hughes, retiring president of the I. K. U.; Miss Fanniebelle Curtis, the new president; Mr. and Mrs. John Stewart Kennedy, and Mr. Robert De Forest, Mrs.

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Luquer, chairman of the entertainment committee, and Dean Russell of Teachers' College and chairman of the local committee.

The ushers were Dr. E. Lyell Earle, principal of the New York Froebel Normal; Dr. Luquer of the Brooklyn Institute of Arts and Letters.

On Friday afternoon Mrs. Henry Parsons, director of the Children's School Farm (see May number of this magazine), entertained a great number of those who found their way there following the afternoon session. The work being done was a revelation to all.

Saturday forenoon many took advantage of the opportunity to visit the immigration station at Ellis Island, and congratulated themselves that they had braved the rain and mist of the early morning to make the trip. The general kindliness of spirit manifested by the different physicians and employees to the incoming strangers was pleasant to see.

Saturday afternoon Mrs. Krause-Boelté held a delightful reception at the Hotel Bretten, and the same afternoon, in the Hotel Astor, the Vassar Club gave a reception, at which stimulating addresses were made by Mrs. Hughes and others upon the Relation of the Kindergarten to the College. Mrs. Hughes expressed her sense of the need of the kindergarten to the college girl to counteract the extreme intellectuality of the usual college course, which gives no opportunity for the exercise of the motherly instincts inherent in all normal women. She said that many, even girls, lost the faculty for playing with their own babies. Miss Bertha Payne spoke in opposition to Mrs. Hughes. Dr. E. Lyell Earle came in a little late to hear all that had preceded him, but practically sustained all that Mrs. Hughes had said.

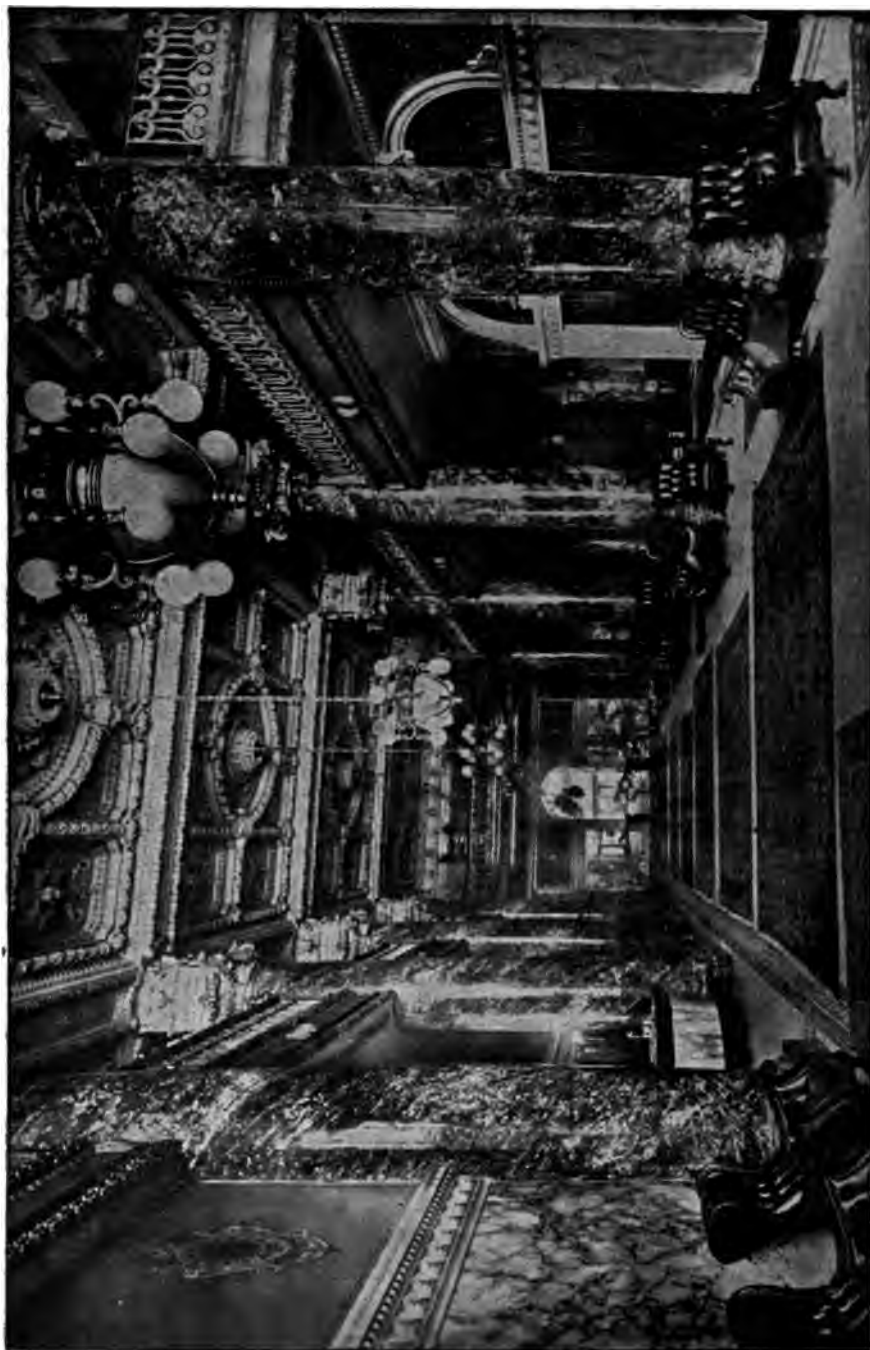
TICKET OF OFFICERS, 1907-1908.

Report of the Nominating Committee of the International Kindergarten Union.

President, Miss Fanniebelle Curtis, Brooklyn, N. Y.; First Vice-President, Miss Patty Hill, N. Y. City; Second Vice-President, Miss Alice O'Grady, Chicago; Recording Secretary, Miss Ada Van Stone Harris, Rochester, N. Y.; Corresponding Secretary and Treasurer, Miss Anna H. Littell, Dayton, O.; Auditor, Miss Anna Williams, Philadelphia, Pa.

Respectfully submitted,

Alice E. Fitts, Chairman,
Alice Temple,
Margaret Giddings,
Ella C. Elder,
Mary E. Macintyre.



N. E. A. HEADQUARTERS, HOTEL ALEXANDRIA, LOS ANGELES, CAL.

Report for Committee of Nineteen*

LUCY WHEELOCK, CHAIRMAN

HISTORY repeats itself. This old saying was never more fully exemplified than in the present kindergarten situation. The various protesting movements in the Church resulted in the division into sects and the formation of many creeds expressing all shades of belief. To-day the liberal of even twenty years ago is conservative, and there is a larger spirit of Christian unity than the world has ever known.

A Congress of Religions is possible, and an Educational Religious Association, which gives a platform to those of any denomination with a true and sincere message. There is a fraternity between orthodox and liberal, and "the brotherhood of man" is no mere phrase.

In the same way kindergartners are approaching a larger spirit of unity thru a process of reconciliation of differences. We are illustrating the Frobelian law of mediation in our recognition of the harmony possible, even where widest differences of opinion exist and are tolerated.

It is necessary for the encouragement and strengthening of the younger workers, who are disquieted "by wars and rumors of wars," to declare that the differences between us are the inevitable results of growth and freedom of thought; that they must express themselves in matters of technique and in our preferences for one school of philosophy and psychology or another; but they are not separating and do not generally affect the aims and underlying principles controlling kindergarten practice.

Some of the apparent differences are mere variations of phraseology; some of them are indisputably different interpretations of theory and different illustrations of the same principles.

There has been a frank and friendly statement of our divergences and much discussion of the same. May there not now be a reconciling view which shall help to bind us together in a united body, standing for one aim and one unified effort for the preservation in its integrity of the kindergarten as the finest type of early educational procedure?

*Miss Wheelock writes that this article is to be regarded only as a summary of statements sent by members of the committee of nineteen to show the work of the year and is not to be regarded as a committee report in the usual acceptance of that term.—EDITOR.

The reactionary movement has been no doubt necessary and helpful as a protest against any chance of arrested development thru a crystallization of practice and the ever-present danger of a perfection of system. It has had its effect in making us all give heed to our ways and reasons for the faith that is in us.

In order to come to a better understanding of the situation each member of the Committee of Nineteen has been asked to prepare a statement of what seemed to her the points of difference between the two schools of kindergartners. To this request 16 members have responded. At first reading it seemed impossible to collate these statements and make any report from them. They are so varied in treatment and in the points of view that no composite can be made. I have not attempted to bring together the papers, nor to quote from them, but rather to present a report of the total impression conveyed, supplemented by my recollection of the fuller expansion of the topics in our previous discussions.

I have endeavored not to give a personal coloring to the matter, except in a few instances where I have yielded to the temptation to declare my own belief and have so stated.

From the many points made by the writers of the statements I have selected those most frequently mentioned. A few declare differences between kindergartners to be essential and others superficial. The difference seems to be one of emphasis or degree or of attitude, not of fundamental doctrine.

The topics most frequently mentioned as causing variation of practice are as follows:

1. Adherence to Froebel and Froebelian Philosophy.
2. Theory of play, relation of play to work.
3. Place of instinct in early education.
4. The sense image *versus* the idea.
5. The doctrine of interest as applied to the program.
6. Symbolism and the Mother Play.

I

There is undoubtedly a difference in the attitude of the kindergartners towards Froebel and Froebelian literature and the use of the established Froebel material in the kindergarten. No one for a moment holds that Froebel or any other man has said or ever will say a final word on education. A few believe that we have not yet understood Froebel and the fulness of his gospel, nor given sufficient study to his Mother Play and other books. Others would give larger place to the study of other educational writers of the

past and present and especial value to the contribution of modern genetic psychology and child-study. The latter group believes that in recent psychological studies we may find a more present help than in the philosophy of Froebel's time. All agree in giving Froebel the first place as a pioneer in child-study and a man rarely gifted with sympathy and insight.

In the use of the special Froebel material in the kindergarten and training-school there is evidently wide latitude. All kindergartners admit some outside material, altho many would limit it to what is definitely in line with the established system. Some insist upon the importance of preserving the integrity of the gifts, of presenting them in logical sequence, of keeping unbroken the chain of connection from solid to point. No one discards the gifts altogether, but in many instances selections are made of building and other material for illustrative and group work. Some advocate a reconstruction of the kindergarten hand-work from the standpoint of hygiene and of art. The original classification of the various forms made under the heads—Life, Knowledge and Beauty—is considered of importance by many of the committee. Some members would not admit that arrangements of symmetry alone express children's esthetic ideas and feelings. They deprecate the imposition of abstractions of knowledge in the mathematical and analytical lessons sometimes given with the gifts.

II.

There are, as among other observers of child-life, varying theories of play and of the relation of play to work. Those who believe the child to be filled with reverberations from the past and impelled to physical movements and play activities practiced by a remote ancestry, select folk-plays and those imitating the movements of animals and gymnastic games which exercise the larger muscles. Those who prefer to consider the child as "father to the man," anticipating in play the practice of later life, will choose the plays illustrating human life and relationship—those which present in dramatic form great institutional ideals, which prefigure the child's place in a social whole.

From one viewpoint the boy's impulse to climb a tree is due to the fact of his arboreal ancestry. To the other it is his desire to transcend limitations, to find a new world, "To look abroad on foreign lands."

Is there, after all, any contradiction in these two views? Is not the child both a rehearsal and a prophecy; a link between the past and the future? Do we not find Janus everywhere with faces looking both ways?

There is also a difference among kindergartners in the degree of freedom or organization of play. The advocacy of free play, which was in reality free disorder, has passed, and all agree with Plato, Froebel and other observers of children as to the need of harmony, rhythm, law and guidance in play. One of the special functions of the kindergarten is the educational guidance of the play activities of children towards desired ends.

The relation of play to work is another mooted question. One school would protect the child at the kindergarten stage from premature initiation into activities which take on an industrial form. The other school holds that play is the child's serious business; that it becomes more rational and interesting when a goal is set, which may be recognized and reached thru the energizing impulses of play. It believes that the natural preparation for work is thru a gradual transformation of the play instinct into productive activity.

III.

A matter closely related to the foregoing is the place of instinct in the early education. We divide here in reference to the recognition to be granted certain instincts during the kindergarten period. How far shall we yield to the taste for the crude and the barbaric in music, in art and in story? What is the place of imitation in art, in construction, in conduct? What is its relation to originality? Which instincts shall be strengthened and guided to full fruition, which shall be suppressed and cast off as soon as possible? These are some of the topics which have been touched upon in the discussions of the committee.

IV.

Another matter mentioned in several papers is the *sense image* versus the *idea*. Does the kindergarten child work from a clear and definite mental picture which he tries to realize in outward form, or does he work from a general notion? Is it a concrete or an abstract table he represents? Is dictation to suggest the *image* or the *idea* of the object to be made? These questions have been considered at our committee sessions, and there is a variation of belief and practice. Certain of our members believe that children work

more intelligently when a clear mental picture precedes the act of making. Others emphasize the value of the creative process as a means of self-discovery. This question, as affecting methods of gift work, is most practical, and demands careful consideration. The teachers of psychology and kindergarten methods in the training-schools should give especial attention to this matter, that the young kindergartner may have some guidance before her own experience entitles her to draw conclusions.

V.

The theory of interest is another subject of practical import, as our programs are the outgrowth of our special views thereon. The issue is not *Interest* versus *Will*, for we should all agree that the Nature of Mind hath joined these together, and only a very blundering teacher can put them asunder. To *will* and to *do* are two steps in any working process, and interest supplies the causal energy. The real question at stake is: Which interests are most beneficial in child development, and which should be appealed to in our choice of subject matter? Children are interested in what is going on about them at home and in the community, in special days and occasions. The immediate environment is rich in its attractive suggestions. In the recurrence of the seasons, the varied aspects of old Mother Earth, the teeming life of the streets and the shop and in the home and family circle we have subject matter of real and permanent value for reproduction in dramatic and constructive forms. Is this the whole environment of the child, or is there an intellectual as well as an accidental and immediate environment? Are there spiritual mansions as well as local habitations? One school of kindergartners asserts that the mind is self-envirning, that thru imagination it may lay hold upon a larger world than that which the eyes behold. They would transcend the limits of the actual and often sordid environment. They would not give much time to the illustration of phases of experience which are temporary and limited, but to those larger aspects which connect present and future by bonds of true and enduring worth. They demand continuity and logical sequence in the program; stories modeled after certain universal types, plays which reveal the great institutional life of man in dramatic form, and present ideals of conduct which appeal to the imagination.

On the other hand, those who believe in the social training of children thru their present recognition of social situations calling for

an immediate response believe that the natural subject matter of a program is found in the every-day experiences of children, which are largely bound up with the domestic and home occupations and the fundamental industrial work of the community. These differences of belief plainly appear in the choice of gift work and hand work. We have—

The constructive versus the creative school.

Use or utility versus beauty.

The emphasis on constructive work in wood and paper, and sometimes in domestic processes versus emphasis on distinction, classification and unification of elementary qualities.

Emphasis on the product versus emphasis on the creative process.

Emphasis on the craftsman or artisan versus emphasis on the artist.

Emphasis upon doing the *real* thing versus emphasis upon *make-believe* play.

There seems to be unanimity of opinion as to the desirability of some connected plan of work which shall prevent a teacher from laying undue stress upon the temporary and accidental. There is a general assent to the position that no plan or work, however excellent, can be rigidly applied everywhere and under all conditions. Whether the program be made by a collective body or evolved by an individual to meet her own needs, the critical question is what are the true interests of childhood, which should grow into permanent tastes and tendencies? The choice of subject matter is determined by our answers to this question.

VI.

The question of symbolism has not yet been taken up as a topic of discussion by the committee, altho referred to in a few of the papers. As far as I can discover, differences here are more verbal than actual.

Things speak to him with a voice and a message, which he hears, altho he cannot tell what they say. We all agree that any wise man may pluck a leaf and read a sermon on it. We know that there is an inner eye, which is the bliss of solitude, that there are treasures which moth and rust cannot corrupt.

We do not need to agree in our opinions as to the symbolism of the gifts. That is a matter which concerns only the adult student and has never colored our practice. We may believe in unity and fail to see its embodiment in the ball. We may believe in evolution

and be unable to see it illustrated in the gift series; but the ball will be prized as a good plaything for children nevertheless, and the gifts furnish admirable building material.

We also must continue to differ in our estimate of the symbolic value of the Mother Play. We differ in our use of it in our kindergarten program and in our choice of its plays; but we are of one mind as to the great service the book renders in classifying and arranging in practical form the most typical and important experiences of a normal child-life, and in illuminating the deep meaning "which often lies hid in childish play." As we take individual instances of Froebel's symbolism divested of the artificiality often thrown around them by too much explanation, I think we should mostly agree as to their validity. One may not agree with Froebel in his explanation of the fascination of a timepiece for a child. He frankly states that he does not force his conviction upon anyone, and adds that such a conviction harms no one, and if generally shared might result in great good to the rising generation. One is reminded of the answer of Turner to the woman who complained that she could not see the colors he painted in the sky. "Don't you wish you could, Madam?" We are also reminded of the lines of an English poet of some eminence never accused of excessive sentiment, who apparently cherished Froebel's feeling of the significance of a clock.

"We take no note of time save from its flight,
"To give it, then, a tongue were wise in man."

A clock means something to all of us. It is more than a mere combination of wood, metal and glass impressing a certain sound upon the auditory nerve. To the most careless in moments of pause it may say, "Forever, never; never, forever." In such moments it bids us value time as we value life. "For time is the stuff life is made of."

Our acceptance of symbolism is a matter of degree and of individual capacity for seeing. We are not all of "The City," which Benson so eloquently describes in his "From a College Window," but we may all at times dream of its lofty spires and walls of gold and pearl and amethyst. I believe—and this is my individual creed—that the highest service Froebel has rendered to those who study his educational theories is that of interpreter, interpreter of the realities that surround us and live within us, for "we live by admiration, faith and love."

This very inadequate summary of the topics, which have re-

ceived our consideration, is offered not for the purpose of more sharply defining differences, but with the hope that we may find the reconciling view which shall enable us to strengthen our work and our influence as a body of educators thru that union and co-operation necessary to the advance of any movement. Discussions are profitable, but dissension is not so. It is always right to dissent and to divide on matters of principle, but never on matters of opinion or individual interpretation. We may be of one faith, altho not of one practice; we may be members of one body and recognize that each member has a different office. Is it not well now that we emphasize those things which we hold in common, and which are, after all, the essentials? May we not rally for the preservation of the kindergarten as a distinctive type of educational practice under the common standard of the master who has given us our educational name and significance, and whose final charge to his friends was to strive for unity of life? May I be permitted also to remind you of the Great Teacher, who committed his gospel to a band of men ordained to carry it to the world with this last prayer: "Neither pray I for these alone, but for them also which shall believe on Me thru their word, that they may ail be one, that *the world* may believe that thou hast sent Me."

Notes of the Convention

IT was extremely refreshing to see at the International Kindergarten Union Convention so many fine women who have touched life and derived strength from the contact. There must be some source of perennial inspiration in this particular part of the educational field. We all know what that source is. We all know why the kindergartner seems, more than any other teacher, to have a vocation. The child belongs to us, next to the mother. He is nearer life and less under the influence of the formal methods of teaching. We get him in the stage of spontaneity, of instinctive tendency, in the mother-play stage, and in directing this native propulsion into lines of choice we are again renewed in spirit. It is a great joy to have such evidence of the child's power to revivify. It is a great incentive to stay close to the child and to share in this freshness and power.

As I sat in the audience on the opening day I could not but be impressed with the full significance of the joy of expression. The

kindergartner, especially the earlier trainer, is one possessed of the god of Inspiration, and at such a time as a convention the throes of delivery are manifest in a most unmistakable manner. This is but another evidence of the real inspiration of the kindergarten and a confirmation of the psychology of expression. Other teachers seem to have a certain amount of organized knowledge which they are to transmit. But the kindergartner really has a message.

"Has there been no advance in seventeen years?" a former school superintendent asked me after the training teachers' conference. "I heard this same paper seventeen years ago, almost word for word." He referred to one of the speakers, which one we know not.

We compliment Miss Vandewalker on her paper. It was truly a message, and delivered with conscious power. Miss Blow failed to nullify its effect. It is hard to give up the habit of years. It is not easy to admit any possible explanation other than the one we have believed in so long. *Instinct* and *native tendency* and *heredity* and *original nature* are indeed terms that explain much, but over and above these, Miss Blow assured us, in an effort to offset Miss Vandewalker's paper, there is something ideal, something *superinstinctive*, something called soul, something not dependent on instinct. We wanted to ask Miss Blow which of these two factors in the individual is the constant quantity; is it this ideal something or is it original nature whence this ideal something? Is it created directly by omnipotence out of nothing and given gratuitously to every human organism in an equal degree? If this be the constant quantity in every child then it would seem to be amenable to a set form of education. This, however, leaves original nature as the variable quantity and the very one to be made the specific object of education.

This fact would seem to verify Miss Vandewalker's emphasis on dynamic psychology, biology and the genetic interpretation of the Mother Play. This variable character of original nature makes an adjustable method of interpretation of traditional educational material necessary. This would seem to show that those who are following the scientific interpretation of child activity in terms of genetic psychology, physiology and biology are not losing any of the understanding of the constant ideal something in the child, and are securing a safe standard of interpreting the variable element in child-life.

E. L. E.

Editorial Jottings

In Miss Fanniebelle Curtis the I. K. U. has a president efficient and executive. Under her lead may we not hope that this body of earnest women (and a few men) will again hear the sound of the gavel falling punctually, kindly, but relentlessly when a speaker's time is up? Where the speakers are many the time allotted to each must be correspondingly short and strictly adhered to if justice is to be secured to all. It is not an easy thing to do, but what is a gavel for? It is the gong of the "tick tock" that marks the division of the speaker's time. Let us be true to the teachings of the Mother Play.

An unexpected re-echo of the convention comes from a distant city. It bemoans the unsatisfactory reports from delegates, claiming that to one who had not been present the reports gave little idea of what was said or done.

Question. "What are the responsibilities and obligations of the delegate to the organization that she represents? Please write and tell us what you think."

We regret that we are unable to present to our readers the papers of those who interpreted their own exhibits at the round table assigned for such an exposition. We have one or two which came in too late to be used, but in our September issue we plan to give the thoughtful analysis which many readers are looking for. Miss Orcutt's article expresses in the main the view-point of the editors. In fairness to all, we would wish to give each its own explanation.

Those who perhaps are forward in advocating a new application of old principles should certainly appreciate the splendid work of the past, without which the new steps would have been impossible.

A certain program has been placed in the hands of hundreds of practicing kindergartners all over the country, not, we understand, with the claim that it is perfect as it is, but simply as a tentative plan to be tested in every possible way as to its genuine value in

helping the child to realize his own best self—self-actively. It is subject to criticism with a view to possible improvement, and is not in any way supposed to be fixed or static. In the hands of teachers gifted with insight and wisdom it seems as if this should lead to really valuable data. But those testing it must bring to it the unbiased, impartial attitude of the scientist who wants the truth, even if its acceptance destroys all his favorite preconceived theories. And such, we believe, is the spirit of the genuine disciple of Friedrich Froebel. B. J.

For the benefit of the young kindergartner and for those that are working without supervision, we are planning a new departure in program work for the coming year. In place of the detailed outline, we propose to offer every month a "preview" of the kindergarten work for the next month. We believe that the rich suggestions of these plans will prove far more inspiring than the customary detailed plan. This series of previews will be prepared by a number of successful workers, selected from the field at large; workers who are in closest touch with little children, whose plans of action bear the stamp of the actual situation in kindergarten rather than in the seclusion and reflection of the study. It is our purpose that this plan be sketched in broad free lines of suggestions which will indicate not only the spiritual significance of the chosen themes, but will include also their enrichment in song and story and indicate how their interpretation and appreciation can be realized thru the "playthings" of the kindergarten.

The N. E. A. celebrates its fiftieth anniversary in Los Angeles in July 8-12. Elaborate preparations are being made for the entertainment of the expected guests, not only by Los Angeles, but by nearly every community in the state. The exceptional railroad rates and the possibility of securing reasonable board either in hotels or private families makes this a rare opportunity for taking a trip that combines pleasure and profit to an unusual degree. The University Summer School at Berkeley, Cal., affords opportunity for those wishing to give some of the vacation months to study. F. Q. Story is chairman of the local executive committee. C. A. Parmelee is in charge of hotel accommodations. Address Chamber of Commerce Building, Los Angeles, Cal.

The kindergarten department will discuss the questions: The

American Ideal of the Kindergarten, Miss Grace E. Barnard of the Oakland Training School leading in discussion. Miss Margaret E. Schallenberger, Principal of the Training Department of the Normal School, San José, speaks on the topic, "Motive for Work." At a later session Joseph E. McKnight, Principal of the Training Department of the State Normal School, Salt Lake City, will speak of the kindergarten curriculum, and another speaker will tell of the "Wise Use of Tools for Expression." Miss Mary C. May, Principal of Training School, Salt Lake City, is president. All of the departments offer fine programs. Send to the secretary, Irwin Shepard, Winona, Minn., for detailed program and railway rates.

Miss Mari Ruef Hofer took a lecture tour thru the Western States a few months ago and reports strong and progressive work being done in the kindergarten departments of Denver, Pueblo, Greeley, Colorado Springs and other cities.

Near the city of Rome, Ga., is the Boys' Industrial School, founded in 1902 by Miss Martha Berry. Its purpose is to offer for poor country boys among the mountain whites an education they cannot afford to get otherwise. It teaches and trains in all the industries of the home, including cooking, laundering, dairying, besides agriculture, blacksmithing, canning, etc. It is strictly a Bible school, and all the teachers, as well as all the trustees, must be Christians. A half hour daily must be given by every student to Bible reading and meditation. The school has already sent many young men out well equipped in mind, body and soul to lead useful, consecrated lives.

Miss Sara Miner Hutt, a graduate of the Dartmouth, N. S., Normal Training Class, is the kindergartner of the last formed free kindergarten in St. John, N. B. They have now three kindergartens among the poor in that city.

Another graduate of the same school, Miss Bessie Stenhouse, has a very fine private kindergarten in Moncton, N. B. She spent three months last summer in Great Britain, principally in Scotland.

Program for June

HILDA BUSICK, NEW YORK.

FIRST WEEK.

Morning Talk.—The children's expectations of summer pleasures; their visits to the country; preparations; clothes being made ready; packing of trunks; children's toys to be taken. Transportation, cars, trains, express wagons, boats. The country house; how it differs from city houses; its garden; its furniture, etc.

Nature Material.—Flowers brought from the woods.

Stories.—Bessie going to the country.

Songs.—Little Travelers (Holiday Songs); The Bee (Neidlinger).

Games.—Travelers. Wait for the Wagon. Games played in the country. Taking walks.

Pictures.—Trains, cars, boats. Country houses; people carrying hand-bags to trains. The bee among the flowers.

Rhythms.—Flying bees. Trains, boats. Marching.

Gifts.—Building; illustrating Morning Talk.

Seeds; clothes; toys.

Occupations.—Drawing: illustrative of Morning Talk; country houses, gardens, fences, trees, animals, travelers, etc.

Cutting: train, trees, clothes.

Painting: clover, grass, water, free.

Folding: trunk, country house. Making fans.

Clay: boat; toy.

Pasting: pictures of country houses; pictures into birthday book for one of the children.

SECOND WEEK.

Morning Talk.—The children at the seashore. Bathing, wading, playing in the sand; shells, pebbles, seaweed, starfish; sailing. Other pleasures.

Nature Material.—Sands, shells, pebbles.

Stories.—Bessie at the Seashore.

Songs.—The Waves.

The Frog (Neidlinger).

Tiddledy-winks and Tiddledy-wee (Neidlinger).

Games.—Represent the fish, frogs, waves; bathing, wading, swimming, playing in the sand; boating.

Pictures.—The Sandy Beach; The Donkey Ride on the Beach; Bathing; Sailing; The Ocean; Mounted Seaweed; The Pier.

Rhythms.—Rocking of waves and of boats; hoisting and lowering sails.

Gifts.—Building boats, piers, bathing-posts, bathing-houses (cord for ropes, paper dolls).

Seeds: Pails, rakes, shovels; fish, frogs.

Occupations.—Drawing: illustrative of Morning Talk; our aquarium.

Cutting: fish and tadpole to mount in drawing of aquarium; shovels, rakes; bathing suits on line; frog; starfish.

"Surprise cutting."

Painting: fans; water; leaf (on which to mount frog) free.

Folding: butterfly (simple form), boats (mount on painting of water); bathhouse.

Clay: pail; starfish; boats; frog.

As the children had heard about the Flag Day Celebration in the Primary School, we touched upon it incidentally, learned the song "The Three Little Sisters," and made flags on Thursday instead of the drawing and cutting to represent the aquarium.

One of the children brought "Squirrel Nutkin" his birthday present; read it to the children.

THIRD WEEK.

Morning Talk.—The children at the farm. The haying; the animals fed with hay; the cow; milk, butter; making butter in kindergarten.

Nature Material.—Black-eyed Susans, wild roses; tall grasses, dried on window-sills in the sun.

Stories.—The Story the Milk Told Me. (In the *Child's World*.)

Haymaking (*Kgn. Rev.*, Vol. II).

Patsy, The Calf (Lindsay).

Susie's Dream.

Songs.—The Haymakers (*Kgn. Rev.*, Vol. II).

In the Barnyard (Smith).

Story of the Butter (sing to them from Song Stories for the Kindergarten).

Games.—Dramatization of "The Haymakers." Transportation and selling of milk.

Pictures.—The Little Red Calf; Grass Mowing; The Cow and Calf.

The Cow at the Brook; In the Meadow; Churning.

Rhythms.—Haying.

Finger-play.—Making butter.

Gift.—Building: barns, hay-wagons, milk-trains and wagons (toy cans); churn (second gift cylinder).

Seeds: milk bottle; milk can; cow; calf.

Occupations.—Drawing: illustrative of Morning Talk.

Painting: black-eyed Susan; tall grasses.

Making fans; making hay wagon.

Clay; cow; churn.

Churning butter from cream and holding "Bread and Butter Party."

FOURTH WEEK.

Morning Talk.—Other animals seen by the children in the country.

The sheep, horses, cat, dog, pigs, chickens, ducks, geese, pigeons.

The brook where the animals drink.

On the last day of school, all visit the class-rooms to which the six-year-old children are to be promoted.

Nature Material.—Walks.

Stories.—Billy-Bob Tail (J. L. Hoxie).

On the Railroad Train (*Kgn. Rev.*, Vol. 10).

The Three Pigs.

Following the Brook.

Songs.—"This Little Pig Went to Market."

The Duck (adapted), Song Echoes.

Games.—The Duck; The Train. Imitate animals, "frolicksome" sheep, etc.

Pictures.—Animals. The Brook.

Fingerplays.—Review sheep, pig, pigeons, hen.

Sand.—Represent the farm.

Rhythms.—Pigeons flying. The stream.

Gifts.—Building: Sheep shed; farm house; objects mentioned in the stories and fingerplays.

Occupations.—Drawing: Illustrative of Morning Talk. Painting:

Sky, grass, tree, buttercups. Folding: the country church (mount on painting); the trough; engine. Soap-bubble party.

Picture book for another child's birthday.

The question has been asked whether everything in the program has been carried out. It has, except where changes have been noted.

A Talk with the Subscribers and Friends of the Kindergarten Magazine by the Managing Editor

RETROSPECT.

THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST completes the first year of its publication in New York City.

The year, in many ways, has been a pleasant one for the editorial committee of the magazine. It has brought forth the generous expression of many of the best workers in education, and has won the still greater honor of the frank criticism of some of these same workers.

The purpose of the magazine has been realized in this generous co-operation and frank suggestion. The editorial committee is anxious to have more in this second class, as every worker in the field is in a position to say just what is of most service to her, both for her own growth and for her daily work in the classroom.

Reviewing the scope of the work proposed at the beginning of the present volume, we find that we have kept fairly well to our aim of giving our readers articles showing careful thought and sane application of the latest and most approved theory and practice in education. Kindergarten principles and methods, as well as the application of these thru available material, has been carried out consistently thru the year.

We have had the theory of program side by side with the actual program; we have had Art and Music and Song and Game and Story in the kindergarten, and have tried to suggest how these same principles and methods and this same material have a legitimate place, when properly used, in the entire educational field.

The Pedagogical Digest Department has been necessarily limited in scope on account of lack of space, certainly not lack of material. We feel, however, that we have demonstrated that even the kindergarten is now interested in every aspect of educational activity, and that nothing that is of importance in the training of the child is foreign to her interest. We have demonstrated the need of some such magazine as a pedagogical digest giving the latest thought and deed in the educational field thruout the world, and we are convinced that the time is ripe for some such publication.

The field of the kindergarten and primary education is so vast in itself, however, that it demands careful educational treatment monthly.

A LOOK FORWARD.

The editorial committee of the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST are one in the opinion that there is one set of principles underlying all education, and that there is no essential difference between the kindergarten child and the child in the primary grades. It is convinced, therefore, that education is an organic process from infancy thru life, and that every preceding step can and should be made the basis of every subsequent step in this organic growth.

It is convinced, moreover, that this close organic relation should exist in a magazine devoted primarily to teachers in the earliest years of the school. It is of opinion that the time for this is not far distant, for the teacher in the kindergarten and the teacher of the primary will have the same training, use the same principles and methods and the same material with only such modification as the change in the child's age and consequent tendency shall demand.

Hence the magazine has decided for the coming year to continue in a special manner these two aspects of educational activity in the kindergarten and primary. Its aim shall be to keep the teacher in this particular portion of the educational field acquainted with the principles derived from psychology, philosophy, literature, art, science, etc., to suggest the application of these principles in the classroom daily, and to indicate materially the helps that will enable the teacher to apply such principles, and to place a proper emphasis on this organic aspect of the child's mental development. The tendency thruout the country to-day is to bring these two departments of education into a much closer relation, and the tendency of a great number of sincere-thinking people is as infallible as the native tendency of any organism in responding to its proper stimulus.

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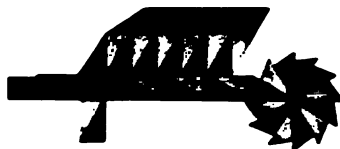
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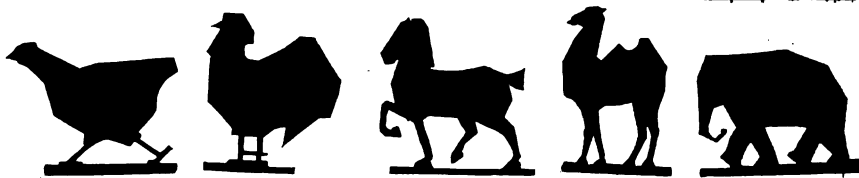
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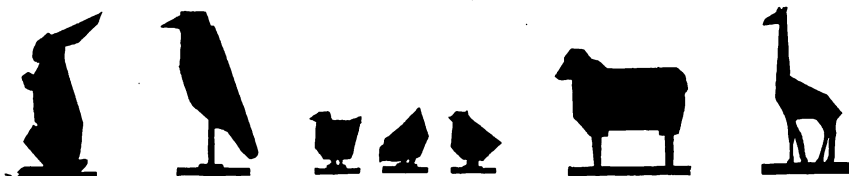
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A Talk with the Subscribers and Friends of the Kindergarten Magazine by the Managing Editor

RETROSPECT.

THE KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST completes the first year of its publication in New York City.

The year, in many ways, has been a pleasant one for the editorial committee of the magazine. It has brought forth the generous expression of many of the best workers in education, and has won the still greater honor of the frank criticism of some of these same workers.

The purpose of the magazine has been realized in this generous co-operation and frank suggestion. The editorial committee is anxious to have more in this second class, as every worker in the field is in a position to say just what is of most service to her, both for her own growth and for her daily work in the classroom.

Reviewing the scope of the work proposed at the beginning of the present volume, we find that we have kept fairly well to our aim of giving our readers articles showing careful thought and sane application of the latest and most approved theory and practice in education. Kindergarten principles and methods, as well as the application of these thru available material, has been carried out consistently thru the year.

We have had the theory of program side by side with the actual program; we have had Art and Music and Song and Game and Story in the kindergarten, and have tried to suggest how these same principles and methods and this same material have a legitimate place, when properly used, in the entire educational field.

The Pedagogical Digest Department has been necessarily limited in scope on account of lack of space, certainly not lack of material. We feel, however, that we have demonstrated that even the kindergarten is now interested in every aspect of educational activity, and that nothing that is of importance in the training of the child is foreign to her interest. We have demonstrated the need of some such magazine as a pedagogical digest giving the latest thought and deed in the educational field thruout the world, and we are convinced that the time is ripe for some such publication.

The field of the kindergarten and primary education is so vast in itself, however, that it demands careful educational treatment monthly.

A LOOK FORWARD.

The editorial committee of the KINDERGARTEN MAGAZINE AND PEDAGOGICAL DIGEST are one in the opinion that there is one set of principles underlying all education, and that there is no essential difference between the kindergarten child and the child in the primary grades. It is convinced, therefore, that education is an organic process from infancy thru life, and that every preceding step can and should be made the basis of every subsequent step in this organic growth.

It is convinced, moreover, that this close organic relation should exist in a magazine devoted primarily to teachers in the earliest years of the school. It is of opinion that the time for this is not far distant, for the teacher in the kindergarten and the teacher of the primary will have the same training, use the same principles and methods and the same material with only such modification as the change in the child's age and consequent tendency shall demand.

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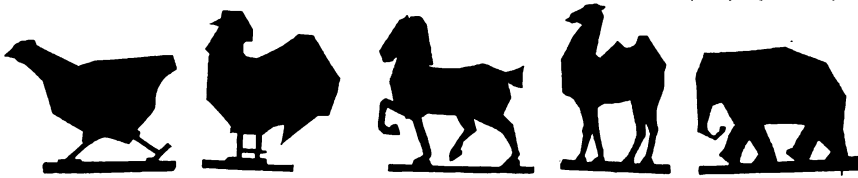
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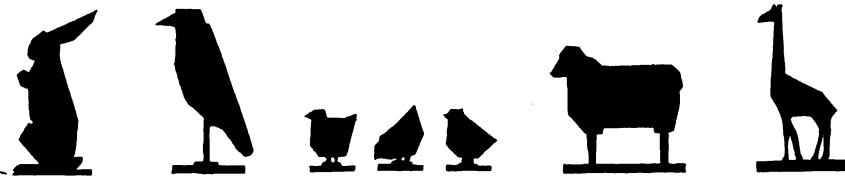
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